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This report presents the ideas and experiences of school personnel attending a three-session workshop (in 1967) devoted to quality integrated education. Participants came from already desegregated schools in New York City, and from the Human Relations Unit staff of the Board of Education. Included are sections discussing the school setting, inservice and preservice staff training, interpersonal relationships in school and between school and community, and curriculum and materials. One part is devoted to appraisal of effective school policies and practices, and another to miscellaneous recommendations. (NH)

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Planning for the Achievement Of Quality Integrated Education in Desegregated Schools

Composite Report on Recommendations Of Workshop Participants

JUNE 1968

Office of Integration and Human Relations

Frederick H. Williams

Assistant Superintendent
and
Project Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PLANNING FOR THE ACHIEVEMENT OF QUALITY

INTEGRATED EDUCATION
IN
DESEGREGATED SCHOOLS

A Composite Report on the Recommendations of
Workshop Participants

February 1968

UD 007 936

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One of the most important areas requiring the creative thinking of our staff is that of integration. Where we have different racial or ethnic groups in our schools and classrooms, we have the opportunity for positive and constructive interaction--for the dispelling of myths, for the development of mutual respect and understanding.

The Office of Integration and Human Relations has performed a most useful service in providing the forum which gave rise to the ideas of teachers about how better to achieve the goals of quality integrated education--ideas which may prove helpful to many of our schools.

Bernard E. Donovan
Superintendent of Schools

"Two reasons compel us to do our best to achieve well-integrated schools. One is the moral imperative to assure all children true equality of opportunity. The other is the educational necessity to prepare every child to take his place in a world where no race may any longer live alone. The desegregation of the public schools of New York City, therefore, means more than a better education for minority children. It means also a significant addition to the educative power of the schools for all children."

State Education Commission's Advisory
Committee on Human Relations and
Community Tensions, May 1964.

"Let us march on segregated schools until every vestige of segregated and inferior education becomes a thing of the past and Negroes and whites study side by side in the socially healing context of the classroom."

Martin Luther King, Jr.
March 25, 1966.

"We function from the belief that no one knows the potential of any child until that child is given every opportunity to develop whatever ability he may have. We therefore set out to provide for each child the highest education possible."

Joseph Monserrat. "Integrating the
Urban School," School Integration:
a Puerto Rican View, Bureau of
Publications, Columbia University, 1963.

"Careful consideration of the evidence supports the conclusion reached by courts and educators more than ten years ago--that fully integrated education best prepares both minority and non-minority children for full particicipation in a society of opportunity and diversity."

Task Force on Economic Growth and
Opportunity, Chamber of Commerce of
the United States, The Disadvantaged
Poor: Education and Employment, 1966.

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FOREWORD

For many years, the school system has engaged in programs intended to bring about better racial balance in our schools. The results have not been impressive in terms of numbers of pupils affected, as against the numbers still assigned to racially homogeneous schools. Despite this fact, there are a significant number of schools in our system which, by virtue of the programs referred to and by virtue of the bi-racial nature of the geographic area served, have both races attending the schools.

It is incumbent upon us to utilize the potential existing in such schools to develop integration, that is, to develop the understanding and mutual respect in spite of and because of the differences and similarities of the racial and ethnic groups involved. This must be one of the major objectives of democratic education.

Accordingly, the material which follows, culled from the ideas and experiences of many members of school staffs and of members of the Office of Integration and Human Relations, has been prepared to assist our schools in promoting the aforementioned objective.

While there is no detailed reference to the emerging sense of "black consciousness" rapidly developing in the black community, the importance of the self-concept has direct application to it. This is entirely consistent with the goals of quality integrated education, since individual self-worth and dignity, and a sense of heritage are essential aspects in establishing peer level dialogue, discussion and interaction generally.

Frederick H. Williams
Assistant Superintendent
Office of Integration and Human
Relations

INTRODUCTION

What is the function of quality integrated education in desegregated schools? If one were to judge from meetings of local school boards, parents' associations or faculty groups, or if one were to examine the professional literature currently treating this topic, it would be an understatement to say that this subject has evoked extensive, lengthy and often impetuous and intemperate discussion. One of the major bases of contention and sources of controversy seems to be the discrepancy between what educational and civic organizations have proposed in this connection and what is to be found in actual practice in desegregated schools.

The New York City Board of Education policies with respect to desegregation have as their clear purpose the development of quality integrated education within a setting providing for the actual experience of daily association among pupils of different backgrounds. This seems to offer the best potential for developing the social attitudes most desirable for our society. What is needed to realize this potential? In order to answer this question as well as to continue studying the various facets and complexities of educational desegregation, the Board of Education embarked on a special project called "Planning for the Achievement of Quality Integrated Education in Desegregated Schools," which had as its major purpose the ferreting out of the "ingredients" needed in planning for the achievement of quality integrated education in desegregated schools. The project, conducted on May 6, May 13 and May 20, 1967, was sponsored by the Board of Education's Office of Integration and Human Relations. It was financed by the Board and the State Integration Fund of the New York State Education

Department (SAER 1033-66 Part IV). Mr. Frederick H. Williams, Assistant Superintendent, Office of Integration and Human Relations, New York City Board of Education, served as project director, and Mr. Rufus B. Shorter, Assistant Administrative Director of the same office, served as project administrator.

The broad outlines of the project were developed at the request of Mr. Williams by Mrs. Lily Kaufman, of the staff of the Human Relations Unit, and by Mr. Carl Warren, formerly Principal of P 20 Brooklyn and currently Principal of P 32 Richmond.

Acting on the premise that teacher attitude is crucial to the achievement of quality integrated education, the Board of Education provided for the participation in this project of teachers from schools which had already initiated desegregation. Not incidental was the hope that the teachers would advance their own ideas, experience a productive kind of interaction and exchange of views, and then reject or select for implementation various possibilities for achieving quality integrated education in desegregated schools. This cross-fertilization proved highly worthwhile. Special problems affecting differing types of desegregated schools were identified and reasonable approaches to handling them were proposed.

The recommendations stemming from the deliberations of the participants in their workshop sessions reflect the hopes and aspirations of all who strive to remove racial discrimination and segregation by maintaining an efficient desegregated school system which provides quality education for all. These recommendations represent the views of teachers who met and "brainstormed" on the three Saturdays in May 1967. They may be put to many uses, not the least of which is as a yardstick for educational policy to be applied in terms of helping to solve the problems of integration. No attempt has been made to weight or rank the relative importance of the recommendations, but it is the hope of the Board of Education that the social growth and educational development of our students will be fostered as quality integrated education policies and practices are molded from this caldron of ideas and as the conceptual structure underlying this report is given tangible educational shape in subsequent plans for the achievement of quality integrated education in desegregated schools in New York City. It is also hoped that schools other than those directly represented in this project will profit from this report in their own attempts to devise upgraded quality integrated education programs.

The report was written by Mr. Stanley H. Kornhauser, Administration Coordinator, State Integration Fund, Office of Integration and Human Relations. Dr. Martin Silverman, Associate Professor in the City College School of Education, served as editor. The final manuscript was typed by Mrs. Lillian Rothenberg.

SELECTION OF PARTICIPANTS AND OPERATIONAL PROCEDURES

The types of schools selected were as follows:

A. Two schools with "reverse Open Enrollment," the majority of the student body being Negro and/or Puerto Rican, which were attended, in accordance with parental request, by white pupils who traveled by school bus from a great distance. (P 307K and P 20K, both K-6 schools)

B. Two schools which were "receiving" schools in the Open Enrollment program, the majority of the student body being white and attending from the area around the school, and Negro and Puerto Rican pupils, by parental request, going by school bus to the schools. (P 101Q and P 144Q, both K-6 schools)

C. Two schools with a racially mixed population in about a 60%-40% ratio either way, where the entire student population was from the geographic area around the schools. (Evander Childs High School and P 11X, a K-6 school)

D. Two schools that were paired in the community zoning program. (P 127Q and P 148Q, both K-6 schools)

The principals of each of the eight schools, each one representative of the different patterns for achieving desegregation in New York City, were asked to pick out five staff members who were most sensitive to the desegregation and quality integration objectives in their respective schools. To each such group was attached one member of the Human Relations Unit staff to ensure sensitivity to human relations needs from a broader vantage point. This person served also as the recorder for the group. In addition, selected individuals within the school system were asked, on a consultant basis, to bring certain expertise to bear on the entire set of participants. Each group of six persons met in workshops for three Saturdays, May 6, 13 and 20, for five hours each Saturday. At the end of that time they were expected to come up with a list of items considered essential for quality integrated education in their respective schools and the reasons for including these items.

Before starting their deliberations, the participants were presented with the following statement of the problem, as taken from the formal application for this project to the Commisioner of Education:

"For several years the New York City school system has instituted various programs to bring a greater measure of desegregation in the populations of our schools. Through careful zoning, site selection, Open Enrollment and Community Pairings, many pupils have had the opportunity to be educated in a mixed racial setting.

"We are aware, however, that desegregation is but a first step in securing quality integrated education. Integration in its fullest meaning requires the development of attitudes and beliefs and behavior in consonance with our democratic precepts. This does not come about by the physical juxtaposition of pupils of different races. It requires examination of the total school setting, its climate, organization, schedule, resources, curricular materials, pupil activities, teacher rapport, administrative leadership, supervisory relationships, school-parent and school-community contacts and associations.

"Many of the variety of parts which will lead to quality integrated education have been tackled piecemeal. The initial city-wide efforts in staff training in human relations started recently with the aid of the State Department of Education; the persistent efforts to improve our textbooks, readers; our programs with respect to the history and culture of the

Negro and the Puerto Rican--all are major endeavors in this regard.

"There is a need to determine model arrangements for combining the several features to achieve quality integrated education in various types of desegregated situations in our city schools. Each type may have its unique needs. While there will be variations within each type, some general conclusions may be derived by determining the needs of each of several types."

The participants were also asked to keep the following objectives in mind as they proceeded:

A. Establishing the school atmosphere conducive to appropriate activities and learning.

B. Developing appropriate behavior patterns among pupils in relationship with each other and with respect to instruction.

C. Strengthening effectiveness of staff in developing rapport with pupils of different backgrounds.

D. Determining ways and means by which staff and pupils may contribute to constant improvement in the quality integration program.

E. Determining how to establish and maintain school-parent relations which will support the program.

F. Determining how to provide for parent and community participation in the progress of the program.

In order to clarify further the issues at stake, to assist the participants in crystallizing their thinking, and to prevent aimless discussion, a series of questions was provided. These questions, which provided a framework for suggesting possible approaches, were as follows.

(1) Is grouping important? How do we deal with the problem of conflict between ability grouping and racial homogeneity?

(2) What type of activities promote constructive contact between races; curricular, other?

(3) Is it advisable to arrange for special forums across racial lines--pupil-pupil, pupil-teacher, teacher-teacher? (On-going, sporadic, large, small?)

(4) What materials of instruction have you found useful, or suggest trying?

(5) How should minority-group history be handled?

(6) How should civil rights be handled?

(7) What aspects of teacher-training should be re-examined, stressed or changed?

(8) How can the administrators promote the goals of integration?

(9) What are some effective pupil activities?

(10) How much of a part should the school play in dissolving barriers among parents? What specific activities are recommended toward this end?

(11) Are there any measures that the school should use to determine the effectiveness of integration activities?

Finally, before they embarked on their project, the participants were given certain basic assumptions with respect to quality integrated education prepared by the Office of Integration and Human Relations. These assumptions, which served both as a common frame of reference and as a "jumping off" point for the deliberations, follow:

1. Quality integrated education is the most desirable education for our democracy and the most realistic for our nation and world.

2. The development of good racial attitudes is important for every child, regardless of race, creed or national origin, and each school bears a

major responsibility in such development, regardless of the pupil population of that school.

3. Quality integrated education is more easily achieved in a desegregated school, although with special effort many of the elements may be made to apply to segregated schools.

4. The development of academic skills must be a major goal of quality integrated education.

5. A successful program of quality integrated education requires belief in and commitment to its goals, as well as an understanding of the responsibility of the schools as one of the most important agents of our society in achieving these goals.

6. Adult fears, suspicions and disbeliefs concerning the values of quality integrated education must be met by a staff confident of these values, a program devoted to securing them, and an opportunity for adults of both races to participate in such a program.

7. Adults with an understanding of and belief in the values of quality integrated education must be reassured that the school system and staff have that same understanding and belief.

8. The search for additional avenues of desegregation must be never ending.

9. Similarly, the search for improvement in quality integrated education must be an on-going process which is the responsibility of each and every member of the school system.

10. Our schools must exercise a major part in the leadership which inculcates in each pupil, each parent and each member of the community a sense of responsibility toward the achievement of quality integrated education.

I have intentionally placed quotation marks from time to time around individual words or groups of words in this report in order to indicate that the expression was one particularly used by a participant or participants. I felt that the flavor of the word or words would be conveyed to the reader more adequately as a result.

Stanley H. Kornhauser

I. THE SCHOOL SETTING

"Conscientious school boards and administrators have tried many plans to counter the disadvantages of de facto segregation in urban and suburban school districts. Experience accumulates to support the conclusion that while any plan undertaken with goodwill can help, there is no single policy or procedure or combination of operations that does the job everywhere, or even in a single district over a period of years."

School Racial Policy, American Association
of School Administrators, 1966.

A. The Administration's Role in Preparing the Staff

A basic tenet in the modern approach to running an urban school in the 1960's is that the administrator, cognizant of the major problems facing education today as it tries to safeguard and perpetuate the ideals of integration in a democratic society, must provide an educational leadership stemming from vision and understanding. His recognition of the purposes and goals of quality integrated education and his steadfast belief in these purposes and goals must be conveyed to his staff. His teachers then will also see their own roles and responsibilities clearly and vividly as they join hands with the administration in meeting the challenges that are presented by a plan for quality integrated education. Nothing will give more stability to the educational program of a school-community than this unity of purpose. On the other hand, the administrator who is over-absorbed with clerical minutiae and "administrivia" cannot give his teachers the educational leadership just described.

There were many specific ideas and techniques spelling out this particular frame of reference that were highlighted by the workshop participants as they addressed themselves to the realities that must be faced by the administrator as he attempts to prepare his staff to involve itself in the educational and social processes resulting from integration:

1. The administrator must re-evaluate the administrative process in terms of the integration objectives sought and be willing to cut through the red tape of administrative procedures to see the needs of the teacher. This kind of administration will keep the teacher free to teach and the child free to learn.

2. The administrator by his own actions must demonstrate his beliefs regarding the fundamental importance of improving the school's integration program. If he does so, his teachers will likewise give it their attention and support.

3. If the staff is to develop the concrete understandings needed to implement an integration policy in the school, it should have the opportunity to study the school's educational program in its entirety and to look at the impact of the community on the pupils as a basis for improving curriculum and materials. The outcome should be improved integrated learning activities.

4. The administrator must become familiar with the school-community as a whole as it is represented by its socio-cultural and economic levels, its work-day activities, and its social organizations. He must be intimately acquainted with the parents of the school-community, and he must recognize their wants and their concerns relating to quality integrated education. As a result of this knowledge, he should be able to organize community and parent groups to work cooperatively with the staff in the development of more effective integrated educational programs for their children. By keep-

ing his finger on the school-community pulse he will be able to reflect its constructive desires and answer its questions concerning the integration process.

5. Only as the administrator is capable of helping his staff to make the transition from theory to practice will the principles of quality integrated education have any real meaning and be able to contribute to the education of the children. The administrator who realizes that theory should be viewed as a directional guide rather than as a goal to be achieved and that ideas should be translated into practical realities will not have a difficult role to play in weaving integration policies into the fabric of school-community aspirations and expectations.

6. A necessary first step in the administrator's plan for revising his school's educational program so that it provides for integrated activities is the study and review of integration programs functioning in nearby schools. For example, visiting schools containing Open Enrollment children should enable the administrator to adopt practices that have proven successful as well as to avoid pitfalls that may damage his program. Teachers, parents and pupils as well might also participate in examining the programs of these other schools.

7. The administrator must make his teachers feel that their opinions are welcome and that he is paying heed to their anxieties. The misgivings felt by many teachers in anticipation of a new group of Open Enrollment children must be relieved. Teachers should be involved in the thinking and planning taking place for receiving these children instead of being sent a mimeographed sheet of newly formulated policies decided unilaterally behind the principal's closed door.

8. A friendly attitude towards program changes in the school correlates significantly with the teacher's feeling that he not only has been a real participant in the formulation of integration policy, but that he will also play an active role in implementing policy decisions. Unless there is a favorable attitude on the part of teachers resulting from their active personal interest as cooperative members of the school body, change in policy is likely to be only temporary and superficial.

9. Guidelines representing the thinking of the Board of Education, district committees, community groups and the like must first be provided for the administrator before he starts introducing procedures for implementing a school's integration policy. The administrator will then discuss these guidelines with his staff before attempting to move forward. Hopefully, positive attitudes should replace any deep-seated negative predispositions or strong resistance.

10. The number one task of the administration will be the fostering of good human relations. Whatever else happens, the ability of the administration to handle the problem of human relationships within and without the immediate framework of the school will determine its degree of success in implementing an integration policy. Everything else should be subordinated to this task. Section III of this report, "INTERPERSONAL RELATIONSHIPS," contains many suggestions in this area.

11. In order to develop a kind of "psychological cement" which will hold his staff together, the administrator must be capable of getting his teachers to embark on integration projects of interest and importance to them. He can help the teachers identify real problems and guide them in their solution. He must, however, be sure that the final decisions have

given due consideration to the thinking of all. The net result should be the development of an awareness among the staff of the need for a true professional commitment to meet each student wherever he is in the school situation. The administrator must recognize that staff cohesiveness is essential to the success of an integration policy. It is imperative, therefore, that he ferret out any causes making for divisiveness in his staff and reduce these to a minimum.

12. The administrator must be constantly sensitive to the social matrix in which the integration policy of the school operates. The role of the administrator must evolve with the changing society of which the school is a part. Practices and processes of administration which were proper under one set of conditions in the city may be completely ineffective, given a different situation. The administrator must constantly study the school-community in which he is working, and he must be able to accept and adjust to new conditions. To the extent that the administration can overcome a human tendency to yield to its own inertia, to the extent that the administration provides a strong and positive influence on the fundamental business of changes facing the school (e.g., pairing of schools, reverse Open Enrollment, etc.), to that extent does it make a sizable contribution to the character of the school-community.

B. The Administration's Role in Preparing the Community

No matter how skillful the administrator is in preparing his staff for the implementation of a quality integration program in his school, the success of this program is tied just as closely to the nature of the relations existing between the school and the community. Since this aspect of the administrative process is more important than ever these days, when communities are showing more interest in education and want to play a more effective role in working with their schools, a fact which every New York City administrator well knows, the three basic ingredients making for sound school-community relations--a well-taught child happy in his achievement in class, a pedagogically defensible and systematically planned and executed school program, and an interested and informed parent--must be constantly kept in mind by the head of the school as he embarks upon his plan to prepare the community for a quality integration program. Since effective communication is at the heart of the machinery that makes parents "interested and informed," it is imperative that the administrator keep this machinery well oiled and in top-notch working condition. For example, the administrator can conceivably introduce a policy and program which on his desk seems reasonable and acceptable, yet which when executed spawns resistance in the community. Correct analysis of the information level of community opinion and the strength of its support therefore becomes a matter of urgent necessity for the administrator. Otherwise, the chances of formulating an acceptable integration policy which minimizes conflict and insures a favorable reception are dim. As the workshop participants came to grips with the development of specific suggestions that embodied the flavor of the principles and practices implicit in this paragraph, they made the following major points:

(1) The administrator should be sensitive to the extent of community agreement or disagreement on integration policy. He should be aware of the intensity with which supporting or opposing opinions are held, who holds them, and what proportion of the total population in the school-community

is reacting, either positively or negatively, to integration matters. When skillfully applied, the information obtained through "opinion research" should attenuate possible conflicts in interpersonal and intergroup relationships.

(2) Before the administrator attempts to get at the roots of resistance and subsequently eradicate them, he must feel the true pulse of his school-community. This means that not only must he understand the terms in which parents see the major issues in the program and the factors affecting their attitudes, but also the alternative proposals which the parents may suggest.

(3) In addition to obtaining information concerning the intensity of opinions and related factors to the policy of integration, the administrator should be able to assess community morale and to recognize factors which contribute to high morale as well as those elements which lower morale. The essence of "community morale" as used here is the capacity of a group of parents to pull together persistently and consistently for a common purpose. An understanding of community morale should also guide the administrator along the lines of a more effective communications pattern which results in increased parental support for an integration plan.

(4) Administrators must be careful to refrain from generalizing on the basis of one isolated desegregation or integration "success story." It is fallacious to assume that the uneventful desegregation of a nearby school or pupil integration by means of bussing in children in another school indicates a similar uneventful desegregation or integration accomplishment to occur in his own school.

(5) The most important contribution any school administration can

make to good community-school relationships is a friendly attitude toward parents. This attitude has to be a genuine friendliness which is really felt by the staff, and not simulated for the sake of expediency in terms of promoting an integration policy. Closely related to this friendly attitude is a receptiveness for parent cooperation. Another responsibility of the administration is to find constructive outlets for parental energy. Administrators must see to it that those parents not familiar with school operations recognize the many areas in which they might be most helpful. It is up to the administration and the staff to identify such areas and ask for help with them. At the first general meeting in September with the parent body, the school should attempt to dissolve any residual barriers that may have developed during the past school year. At this same meeting, suggestions might be given to the parents of ways in which they can be helpful in the school. In the course of the year the school should provide activities that are within the scope of parental assistance. The school should also create social opportunities, formal or informal, and conducive to a wholesome interest in the school. A parent who has met with Johnny's teacher the night before at a food festival will be less likely to approach the school in a critical attitude about its educational program the next day.

(6) In preparing the community to work together with the school, the administrator must be the initiator and at times the chief performer. The job of keeping parent and the school in touch with each other requires his constant attention. He must serve as the liaison between the school and the community. A great part of his school day will have to be given over to sitting down in conferences with parents. He must create an atmo-

sphere of permissiveness and accessibility in which parents and staff feel that they can freely plan together.

(7) One of the first steps to be taken by an administrator whose school may be involved in a program of desegregation or integration should be the setting up of a series of conferences at which the parents can be given such specifics as what an Open Enrollment "sending" school is like, or the nature of a community zoning program. Accompanying such conferences should be a series of informal intervisitation activities between schools participating in a particular program. The visits by the Sheepshead Bay parents to P20K, and their meeting informally with the administration and staff of this school contributed considerably toward creating a favorable attitude on the part of the parents towards the reverse Open Enrollment plan.

(8) Meetings held with parents in their homes have also proven to be extremely effective.

(9) When conferences, home get-togethers and parents' association meetings reveal a need for special help from the Board of Education's Central Zoning or Human Relations Units, the administrator should make the necessary contacts to see that this help is provided. The administrator should create the kind of atmosphere in which the parents will welcome the counsel of the Board of Education representatives.

(10) Failure to understand the administration's philosophy can serve as a major block when a school wants to implement certain theories affecting children. For example, a plan for reporting to the parents of paired schools should be worked out so that the rationale for heterogeneous grouping is understood.

(11) Parents, sometimes unaware of the legal limitations to their role in school matters, may proceed in a way that results in resentment or rejection of their requests. To prevent this from happening, machinery should be set up whereby both parents and school personnel can together convey their desires to the Board of Education. Such requests may take the form of a suggestion that cluster teachers be screened for competence in early childhood education, or a recommendation that heterogeneity is a necessary ingredient for quality integrated education. The advantage in this kind of cooperation is that no sharp lines are drawn between school and parent participation; each parent and each teacher has the opportunity to contribute to the welfare of the child. This kind of meaningful cooperative involvement of parent and teacher can be upgraded by studying the professional literature on integration, experimentation, drop-outs, promotion policies, transportation policies (bussing), gifted and slow learners, linguistically handicapped, etc., as well as observing existing programs. The net result should be a recognition of the implications of the new concepts of quality integrated education in the total school situation.

(12) "Quality education" may mean different things to different parents. The administration must therefore be especially careful not to set up anything which leads parents to believe that the school is separating them into different and opposing groups. Such an action would deflect the entire school-community from its goal, the good of all the children. It must also be recognized that many parents may be unable to subordinate their own goals in order to work toward the realization of objectives on which the majority of parents have agreed. This may necessitate additional meetings for planning, for clarifying and identifying problems and working together on possible solutions.

(13) Basic to good planning for results at the community level are such practices as the following:

- (a) Sending out fliers to the community explaining intended plans
- (b) Arranging for members of the district superintendent's staff to speak with the parents
- (c) Meeting frequently with the parent body, getting to know the members individually, learning of their talents and using these talents in co-curricular and extra-curricular activities
- (d) Making the parents feel they are part of the school, with special emphasis given to the incoming parents and their children
- (e) Starting a parents' human relations club and holding meetings in the homes of both Negro and white parents, with provision for staff involvement
- (f) Forming a "Speakers Bureau" from the staff to address small groups of parents in their homes
- (g) Acquainting the local press with school-community programs
- (h) Evolving with the parents a long-range publicity program
- (i) Planning and preparing printed materials which interpret the work of the school and point up the objectives of the school's educational policies
- (j) Since pupils are always the most effective interpreters of the school program to the community, having the children's work reflect any new educational policy changes
- (k) Intensifying an open-door policy, with special emphasis on going out and inviting the community into the school
- (l) Utilizing the contributions of research in the preparation for implementing a program of quality integration, using the methods and instruments of research to check on the effectiveness of the techniques used in the program, as well as to point up needed new approaches; occasionally resampling community opinion as a double-check on changes in attitude toward the program

C. Appraisal of Grouping Procedures

The problem of how to group children, like many other current educational and social dilemmas, can raise more questions than it answers. Assumptions about grouping are inescapably linked to assumptions about human potentialities. School people have had to ask themselves why they group as they do, and whether integrated educational programs in the schools are basing their grouping practices and resultant teaching-learning situations on valid assumptions.

The workshop participants were concerned with the gap between the theory of grouping and actual classroom grouping practices as they knew them. Though this issue was a source of major controversy among the participants, the latter did try to address themselves as objectively as possible to an appraisal of grouping procedures. The suggestions, recommendations and observations which follow represent the group's attempt to come up with some answers based upon the common problems, needs and interests of children involved in integrated learning activities.

(1) The real job of our schools is to take each child where he is and help him go as far as he can, and since real homogeneity is neither possible nor advisable, New York City schools need to look very carefully at any present practice that plays up homogeneous neighborhood or homogeneous class grouping.

(2) Academic learning is very important, but it should not be the main or sole criterion in appraising the worth of grouping practices. Pupils can work together on real problems of living in the school-community. Activities can be made available to children with varying levels of intelligence. A wide variety of integrated learning activities can not only be used to challenge the gifted and open up new avenues of interest to them, but can also provide at the same time for the pupil of low ability.

(3) Schools should not expect their pupils to conform to a meaningless single standard in which one may loaf and be regarded as bright and the

other suffer and be labeled as stupid. We must respect and adhere to the policy that no single teaching device used in the classroom will stimulate different children in the same manner. Instead, we must provide a number of purposes and satisfactions built into our integration policies if we hope to achieve some effectiveness in the learning process.

(4) There has to be additional in-depth investigation into the more effective ways of grouping children, especially those of the minority groups, so that the latter will have new aspirations and inspirations. Upward mobility must be a goal in integrated education. It is important that teachers understand intellectually and emotionally that some of the instruments that seem to be used effectively in grouping middle-class children, need close scrutiny and evaluation in terms of their applicability to lower-class pupils.

(5) Basic to a successful exploration of the whole question of grouping in the schools is the development and encouragement of attitudes that open children's minds and foster a climate of experimentation with the child having the privilege of succeeding and continuing, or failing, re-evaluating, and trying again.

(6) Ability grouping must be carefully studied by the school administration in relation to desegregation, because homogeneous grouping within the school may just be another form of de facto segregation. It is very possible for the culturally and economically disadvantaged child to be as separated and unequal in a desegregated school as he would be in a de jure segregated school.

(7) The schools must recognize that true homogeneous grouping is really a fiction, and that all homogeneous grouping practices are really

"heterogeneous," but without the advantage of the school's consciously using the term "heterogeneous grouping" as its method for achieving the best educational results.

(8) The advantages in organizing classes on a heterogeneous basis include the following:

(a) Labeling of classes as "bright," "normal," "slow" or "X" is abolished.

(b) The racial segregation often caused by grouping homogeneously is eliminated.

(c) The individualized reading approach in improving reading instruction, which has been found to be extremely successful by teachers who have used it, is adopted more frequently.

(d) Satisfactory academic progress has been shown to be consistent with heterogeneously grouped classes embracing pupils from several racial backgrounds with wide ability differences.

(e) The danger of stereotyping the average child at a level of performance far below his true capacity is minimized.

(f) There is a less of an emphasis on marks for the sake of marks.

(g) The basis for classification in a homogeneous grouping policy is unsound, in view of the inevitability of some overlapping.

(h) The philosophy is more in keeping with the basic tenets of the democratic way of life.

(9) Although desegregation and integration pose many grouping problems, they also provide opportunities for the school to involve teachers in creative experimentation within their own classrooms, as well as a general improvement in teacher training, which will be reflected in more effective heterogeneous grouping practices.

(10) Whatever grouping practices prevail in a school, the classes should be so organized that incoming pupils will be placed into as many classes throughout the school as the organization permits. Ability grouping often results in the segregation of Open Enrollment pupils within a school with a

consequent negation of the values inherent in the Open Enrollment plan.

(11) The grouping of pupils must reflect the fact that children learn in many different ways--through all the senses and through all of their being--and curriculum planning must include materials that appeal to eye-minded and ear-minded pupils, so that different children may respond acceptably in different ways to different resources and experiences.

(12) That so many pupils in our schools are losing their way, aimlessly following paths of complete conformity, or finding themselves unable to visualize their future may be caused, in part, by ineffective grouping procedures as well as poor teaching methods. Several promising approaches for releasing potential through effective teaching, irrespective of the grouping procedures involved, follow:

(a) Observing and listening to pupils with increased care and concern.

(b) Becoming more sensitive to clues which indicate how teachers can help improve the grouping practices.

(c) Achieving openness in pupil-teacher relationships, to permit improved response and interaction.

(d) Helping pupils toward the objective of personal relevance.

(e) Recognizing and accepting different ways of responding, according to learners' individualized styles and needs.

(f) Stimulating improvement of the pupil's self-image in order to encourage further development in the integrated setting.

(g) Taking directly into account the presence of such barriers as alienation, cultural difference, and unconscious pressures.

(h) Questioning, probing and responding in ways that lead learners to assume responsibility.

(i) Standing aside judiciously to let the pupil discover and exercise his own resources.

(j) Shifting one's vantage point for viewing majority and minority group students in action in the integrated setting.

(k) Placing pupils in varying roles, with provision for reversing the ethnic roles as well.

(l) Making the development of the pupil the chief goal in teaching subject matter.

(m) Evoking free affective response and seeing its relevance to intellectual development.

(n) Helping pupils find order, pattern and meaning in phenomena to which they are exposed.

(o) Establishing a classroom environment that encourages teachers to be empathetic and helpful to learners.

(p) Achieving free and constructive communication with and between children with varying degrees of ability and from different ethnic backgrounds.

(q) Respecting experimentation affecting grouping procedures, and supporting this experimentation despite the realization that some experiments may fail.

(r) Helping pupils sense the living dynamics of the school's integration policies, as revealed by past accomplishments and the current scene.

(s) Clearing the way, by whatever means, for stretching pupils' minds and abilities in creative, self-fulfilling endeavor.

(13) Ability grouping affects many white pupils as well, in that they are subjected to parental and self-pressures in applying for I.G.C. and other special classes. Rigid ability grouping also poses the dilemma of where to place pupils who are discipline problems. A modified plan of ability grouping might be explored (such as that used in some schools for the teaching of reading) to circumvent segregated placement patterns in a desegregated school. This could possibly lead to better preparation of the upper-grade pupils for the intermediate school.

(14) The equalization of registers should not be used as a determining factor in pupil placement.

(15) The guidance counselor should play a key role in pupil placement.

(16) I.G.C. standards should be modified for Open Enrollment schools.

(17) Teachers who are exposed to integrated settings must examine their own concept of quality integrated education to see to what extent it enters into their relations with pupils in the grouping process.

(18) Teachers must also be concerned about the relationship between "dialogue" and "sequential" learning as related to individualizing instruction in the grouping process. There are advantages to both kinds of learning in an integrated setting. The "dialogue" learning is more natural and probably more involving and personal; "sequential" learning is probably more efficient. It is desirable, from the point of view of individualizing learning in grouping procedures, to use both approaches.

(19) Grouping procedures call for a school setting which makes the job of individualizing teaching easier. The many facets of the structured group setting which the school provides require a great deal of pre-planning to produce an environment that will be conducive to individualization of learning and an "openness to experience" on the part of the pupils. These facets include space, time, facilities, materials, procedures, activities, classmates and perceptive teachers.

(20) Among the practical pointers that help teachers as they view their own particular groups of children and attempt to know the true nature of the group and "tune in" on all kinds of wave lengths and on all types of communication that go on in the group, are the following:

(a) The teacher must be alert to significant clues as he observes how the child communicates in the group.

(b) The teacher must follow up these clues and obtain additional information about the pupil by listening, by observing and by questioning. He must remember to view pupils not as they should be but as they really are.

(c) The teacher must be sensitive to "timing-in." Knowing the "right time" for a particular classroom situation makes for economy in learning in the long run.

(d) Every teacher must make diagnoses. By diagnosing the strengths and weaknesses and by appraising the needs of individual children, he is better prepared to pick up problems encountered by his pupils which block interaction. Some of the more common problems which affect pupils' learning are apathy, anxiety, confusion and preoccupation.

(e) The teacher must encourage interaction that is continuous and self-perpetuating. As the pupils respond to suggestions from the teacher, they reveal themselves, and as the teacher receives this additional information he will be able to modify the original arrangements of the grouping.

(21) A variety of approaches should be used by the school in thinking through its grouping procedures. Specific guidelines must vary in accordance with the age of the pupils and with the particular tasks to be accomplished in the group setting. Some of the more important guidelines are as follows:

(a) The pupil has a teacher who is sensitive to his interests, his abilities and his aspirations.

(b) The pupil has a stable place in a cohesive classroom group and is able to interact with others in this group.

(c) The pupil gets insightful guidance which gives him a sense of direction, yet allows him freedom to initiate and pursue plans of his own.

(d) The group situation permits the pupil to take an active part in his own development by participating in the establishment of goals, the selection of modes of learning, and the appraising of his own progress.

(e) All grouping procedures used in the school are evaluated with regard to the contribution they make to the development of a realistic but wholesome self-concept on the part of the student.

(f) The school setting encourages the kind of grouping practices which arouse enthusiasm and zest for learning by opening many possible avenues for pupil exploration.

D. Services

In recent years the New York City elementary schools have had a wide variety of services, educational, health, psychological and sociological, added. Facilities and equipment have been diversified. Hopefully, all these services and materials have made school operation more efficient and have enabled teachers to reach the individual child more easily, yet everyone agrees that much more is needed. As the workshop participants "brainstormed" in terms of idealized situations in schools with expanded integrated quality education programs, they came up with such recommendations as the following for their schools:

(1) There should be a guidance team (guidance counselor, psychologist and social worker) in every school, and this team should be involved in setting up an evening guidance clinic to provide supplemental and supportive services to pupils and their families not able to take advantage of the regular guidance services.

(2) Every school-community should have a "community coordinator" who is responsible to the "community" rather than to a principal, district superintendent, outside agency, headquarters, etc.

(3) Provision should be made in the school's organization for a public relations person whose sole job is to maintain a positive image of the school in the community. This person does not necessarily have to be a teacher.

(4) Library facilities should be expanded to include all pupils. School libraries should stay open until early evening for use by the pupils after school. Teachers should receive extra compensation for remaining in the library and being available for pupil consultations. In addition, each school should organize a parent-teacher committee for recommending the purchase of books for recreational reading. Parents should be paid for assisting in the library.

(5) Each "sending" school should arrange for the necessary special services (e.g., guidance counselor, corrective reading teacher, etc.) to work with children prior to their arrival at the "receiving" school to facilitate their transition and adjustment.

(6) Each school should be provided with more than the usual one or two days of nursing services.

(7) Parents should be encouraged to volunteer their services under professional supervision for handling Open Enrollment children who become ill during the school day but cannot be sent home directly because of the great distances involved.

(8) The school should reaffirm its belief in the principles and methods of the local community neighborhood centers and federally funded Community Action Centers as permanent stabilizing influences in the school-community, and make special adaptation of these principles and methods to the needs of the children living in poverty areas.

(9) Guidance, social case work and other counseling services should be available to help parents decide wisely in terms of Open Enrollment choices.

(10) Provision should be made for specific supplemental and supportive tutorial services for Open Enrollment children. If none are immediately available in the "receiving" school, the "sending" school should permit the pupils to attend their own after-school tutorial program.

(11) Each district superintendent's office should provide consultants who will visit the schools to assist in the development of appropriate grouping practices.

(12) Matrons should accompany Open Enrollment children on the busses, and remain in the "receiving" school all day.

(13) There should be continuous evaluation and revision of the testing programs, with ample provision for retesting and individual testing.

(14) Each school should regularly review and assess with community participation the scope and content of its educational program and services with a view to determining:

(a) whether it serves adequately the aptitudes and interests of all its children, both those from the majority group and those from the minority group,

(b) whether the offerings overload the capacities of the individual school,

(c) whether some parts of the program or services provided should be assigned to other schools or non-educational institutions,

(d) whether the required financial support from the city is available to support these services.

(15) Dynamic programs of instruction and services should be made available for the gifted child to stimulate him to make the most of his potentialities, such programs to include:

(a) Appropriate and sufficient medical, guidance, social and psychological services.

(b) A flexible curriculum tailored to his individual requirements, and utilizing a wide variety of community resources--libraries, museums, industry sponsored programs, etc.

(c) Provision for vocational and social experiences.

(d) Administrative flexibility and creative experimentation.

(16) Teachers and counselors in the elementary school should be sensitized to recognize and to help potential dropouts at the earliest age.

(17) The school should provide a referral service to direct parents in certain cases to outside professional agencies for help with their children's or their own problems, but every effort should be made by the school to strengthen the families of children in conflict before referral of the child to an agency outside the jurisdiction of the school system.

(18) All programs and services for children attending desegregated schools should be administered liberally and flexibly, with emphasis on maximum benefit for the child, with their ultimate goal the functioning of the pupil at his highest level of productivity.

II. STAFF TRAINING

"Many colleges and school systems now recognize the importance of preparing urban teachers more adequately for their responsibilities. According to the results of a survey conducted recently by the American Association of Colleges of Teacher Education, more than 200 institutions are either presently conducting programs specifically designed to prepare teachers for urban schools or are planning to introduce such programs. Given such an effort, how can we develop in our prospective teacher the skills, the insight, the sense of social need, and the self-confidence that are essential for successful teaching in urban schools? To a degree, these are the same qualities that are needed by any successful beginning teacher. They must be developed to a high degree, indeed, in a beginning urban teacher because the problems are overwhelming for those who are less than adequately prepared intellectually, professionally, and emotionally."

Harry N. Rivlin, New Teachers for New Immigrants, Teachers College Record, 1965
Volume 66(8).

A. Pre-Service

Teacher failure is a vital concern of all who share in the responsibility of preparing teachers, of employing and placing them, and of organizing and executing orientation and in-service education programs. Some teachers easily become part of a school system and immediately find complete success and happiness in the teaching profession. Others struggle through their first school year, gradually mustering the know-how and energy to overcome their difficulties. Unfortunately, too many others continue to flounder in succeeding years without ever experiencing any appreciable amount of satisfaction in the profession they have chosen. Some of this discouraged group of young people leave teaching, and many of them become bitter critics of the total educational system.

The question of how to improve pre-service training was one on which the workshop participants were most articulate. Among the more salient points they brought up were the following:

(1) Pre-service experiences (including student teaching) should enable the new teacher not only to study the pragmatic value of theory but also to apply his understanding of the principles which he has learned.

(2) Pre-service experiences should expose the new teacher to interpersonal and intergroup teaching-learning situations in desegregated schools.

(3) The nature and extent of pre-service experiences should be planned in terms of the abilities and needs of the new teacher and should be an integral part of a total educational training program to prepare teachers specifically for integrated situations in urban settings.

(4) Pre-service experiences should provide guided contact with pupils of different abilities and maturity levels and of different ethnic and socio-economic backgrounds for a period of time sufficient to contribute to a functional understanding of the human relations dynamics of cultural change, and the mechanics of quality integrated educational programs.

(5) The pre-service experiences should be so designed as to afford opportunity for responsible participation in all the important phases of the new teacher's professional activities, both in and out of school.

(6) Evaluation of pre-service experiences should be in terms of growth of understandings and abilities needed in the situations faced by the new teacher working in desegregated schools, as well as in Special Service schools.

(7) There must be a continuity and articulation between the preservice and in-service programs of the relatively new teacher working in desegregated and Special Service schools.

(8) Certain knowledge and understandings are essential for teaching in integrated settings. They are:

(a) An awareness of the environmental conditions in desegregated and Special Service schools.

(b) A rationale for quality integrated education.

(c) Human relations principles and practices, and the effective utilization of methods and materials for teaching human relations.

(d) An appreciation of the nature and behavior of the urban minority-group child and the ways of maintaining a class setting, in both integrated and segregated class situations, that will promote his growth and the development of wholesome attitudes.

(e) The realization that the school is only one part of the school-community, and that there are many community agencies that can assist the school with supportive services.

(f) Sensitivity to the community forces that affect the educational program of a school.

(g) Processes for guiding pupils to participate in community experiences.

(h) Skills for providing adequately for individual differences among children responding to situations of emergency, stress or crisis (e.g., boycotts, parental interference, etc.).

(9) One of the subtlest problems facing the entering teacher who hopes to individualize his educational efforts is the matter of what concept of society should govern his efforts. Our present society has been described in many different terms: "affluent," "middle class, "bureaucratic," "enclosed," "postmodern," "technological," "tyrannical," "depersonalized," etc. A new teacher coming into the profession must be taught how to examine his own concept of society to see to what extent it enters into his relationships with his pupils in the educative process. For example, a teacher who is exces-

sively idealistic and materialistic may rapidly lose contact with those children who are in a rebellious frame of mind, and who are discontented with a "middle class" view of society.

(10) Pre-service experiences should provide the new teacher with opportunities for appraising and understanding the social trends and realities of the times. As a result, he should be able to think in terms of developing programs for the improvement of the lives of the children in ghetto schools and the involvement of these students in their interaction with the social forces present in their schools.

(11) Pre-service experiences should provide the new teacher with information for understanding about the "equipment" that the child brings with him from his home to the school, the traits and behavior patterns acquired in the family and the attitudes and cultural differences which reflect the values of his parents and their community. Teachers who fully understand this background will avoid methods which are appropriate for the children of a middle-class milieu, but to which many ghetto pupils do not respond.

(12) An important part of the pre-service training of teachers for slum schools should consist of workshops, lectures and readings on the social background and family patterns of disadvantaged children, as well as personal observation and experience in depressed neighborhoods and schools in these areas. This should start no later than the junior year in college.

(13) Pre-service experiences should stress the "how and why" for using various techniques in making contact with parents in disadvantaged areas in order to increase interest in the school and in the children's performance, as well as to raise goals and aspirations.

(14) Pre-service education should provide opportunities for the imaginative teacher to create learning materials out of the children's own stories and language.

(15) Pre-service experiences should contribute to an understanding of the psychodynamics of participation in current student protest movements. That the need for such understandings is important is underscored by student "sit-ins," which can be seen as a form of "acting out," providing a dignified way of expressing long-repressed feelings. Such activities seem to have hastened maturity, to have increased pride in race, and to have raised the self-esteem of many young minority-group students. These are important facts of life for new teachers to understand before they face pupils in desegregated schools or integrated settings.

(16) The whole question of the minority-group child and his negative feelings about himself should receive adequate treatment in the new teacher's pre-service training.

(17) Such popular cliches as "narrowing the cultural gap," "urban upbringing," "lower-class value systems," etc., should be carefully examined by new teachers as they gain insights into the psycho-social and cultural class characteristics of the disadvantaged child.

(18) Pre-service experiences prior to actual student teaching should sketch and explain for the new teacher the major dimensions that are involved in his understanding of "delinquent acts," "personal and social pathologies," "status frustrations and other socially induced strains," "psychotic and neurotic actions," etc. The essential task here should be to relate in logical fashion the well-defined causes to the particular misbehavior of particular children acting to solve their problems in integrated settings, and within specific motivational-situational-cultural complexes. Only then

can the new teacher judge the relevance of different social, cultural or personal theories of causation which affect intergroup settings. Only then can the new teacher decide on the kinds of action most likely to be effective with pupils in the prevention and control of atypical behavior or, for that matter, more serious related mental disturbance in an integrated setting.

(19) In terms of upgrading the college preparation of teachers, the following recommendations were suggested:

(a) Specific training should be instituted to provide skills for dealing with integration problems in the school and classroom atmosphere.

(b) College supervisors responsible for planning pre-professional experiences should work more closely with parent and community groups in determining the goals and potentialities for realistic and practical pre-service laboratory experiences, and that educational planning and action for developing meaningful experiences should be a coordinated effort, using all existing and potential community resources in a consultative capacity.

(c) Education courses should provide for more intensified student teaching to take place earlier in college (e.g., student or apprentice teaching beginning in the junior year).

(d) Prospective teachers should be involved in after-school tutorial programs.

(e) Prospective teachers should serve as "teacher aides" throughout the school and community (e.g., working with parents' associations, serving in settlement houses, etc.).

(f) The colleges should include in their criteria for the selection of students for student teaching not only a mastery of subject matter, but also a sympathetic understanding of the needs of the ghetto child.

(g) The colleges should program prospective teachers into classrooms from which they as individuals will derive the most benefit, the selection of the cooperating teacher being the most important factor.

(h) Colleges should recognize that the student teaching, more than any other course, probably constitutes the most valuable pre-service training activity.

(i) The preparation of teachers for today's urban school-communities, particularly those with high degrees of community involvement, should be improved by making it mandatory for student teachers to be part of community "walk-ins," community meetings, and faculty conferences held in community agency settings.

(j) Panels of community representatives should address student teaching conferences at the college.

(k) The teacher training curriculum should provide ample opportunities for the student to be exposed to practices of integration, techniques of desegregating schools, and processes of urbanization.

(l) Increased attention should be given to the prospective teacher's understanding of self-evaluation and accountability.

(m) Initial teaching assignments in ghetto schools should consist of apprenticeships or internships, rather than full teaching loads.

(n) Methods courses should be re-evaluated in the light of the dynamism of ghetto communities.

(o) New courses should be added to the pre-service teaching curriculum (e.g., "Minority Group History and Culture" or "History of the Civil Rights Movement").

(p) Student teachers should divide their training time between Special Service and non-Special Service schools.

(q) The colleges should ask the schools to re-examine the too common practice of assigning student teachers to clerical work, and they should demand that these practices be abandoned unless there is a specific training purpose involved and a meaningful learning experience obtained as an outcome of such an assignment.

B. In-Service

Pre-service and in-service education must be viewed as the two parts of a single process. The same kind of systematic planning and curriculum design that applies to pre-service programs should apply to in-service education. The education of every teacher in a school system must be viewed as beginning with pre-service educational experiences in his early college years, continuing through professional pre-service work (student teaching) and extending throughout his years in service as an actual teacher. Since both the pre- and in-service facets of teacher training make essential contributions to the total education of the teacher, the colleges and the Board of Education must cooperatively develop overall designs for such programs.

The essential ingredients in a unified long-range in-service program for teachers (the pre-service recommendations have already been noted) were suggested as follows by the workshop participants:

(1) In-service programs must incorporate several basic principles to insure their success:

(a) Teachers should have an integral and important part in the actual planning and administration of the program.

(b) Curriculum planning should be carried on cooperatively by teachers, supportive personnel, administrators and supervisors.

(c) Research and experimentation in relevant urban issues affecting schools must be encouraged.

(d) New teachers need to be especially well-oriented to their positions.

(e) There is a place for parent-community-teacher cooperation and consultation in the development of in-service programs.

(f) Formal and informal programs each play a role.

(g) The administration must be sensitive to staff morale implications.

(h) The team approach should be highlighted.

(i) A relaxed atmosphere is conducive to growth and change.

(2) In-service programs should include content material that invites involvement on the part of the teachers, and this "involvement" in turn should provide for insightful questioning re such issues of the day as integration, civil rights, urban living, discrimination, etc. Discussion around

these issues by playing up their relevance to school-community problems, should serve as a guide as to what is best for children in ghetto schools, desegregated schools, community zoned schools, etc.

(3) Provision should be made for teachers to share their perception regarding what is best for their children.

(4) An in-service course must become a classroom for trying out ideas, for testing skills, and for using knowledges in a variety of ways to provide for better quality education for the children.

(5) In-service training should provide opportunities that challenge the teachers to discover their strengths and their limitations at their particular point of development in their careers.

(6) One of the purposes of an in-service program is to assist teachers to achieve their own preferred degree of democratic classroom management by:

(a) Increasing their sensitivity to their own behavior.

(b) Increasing their sensitivity to the factors affecting pupil behavior.

(c) Increasing their sensitivity to the need for greater self-direction on the part of the children.

(7) Each in-service program should be built around some theme or particular aspect of teaching, such as "improving the mental health of the classroom," "teaching for human relations," "teaching for creativity," etc.

(8) Two important questions must be asked of any in-service program, regardless of its origins, emphasis or point of view:

(a) Will teachers be acting differently while teaching as a direct result of the in-service training?

(b) If changes do occur, will the quality of instruction in the school really improve, or will it just be that the instruction itself is different?

(9) Experienced teachers in a school should be given periodic opportunities to observe a variety of teaching situations for purposes of self-evaluation and greater professional growth and development.

(10) Grade conferences should be used as vehicles for cooperative planning in particular curriculum areas.

(11) Preparation periods should be utilized for teacher training, with opportunities provided for teachers to exchange solutions, ideas, techniques and approaches to common problems faced by them.

(12) The supervisory staff must exert pressure on any teachers with hostile attitudes toward teaching content material stressing minority-group contributions. It is expected that these teachers will be directed into human relations in-service courses with the hope that this kind of exposure will bring about desirable changes in their attitudes.

(13) The school should feel free to involve in its in-service programs, speakers who are representative of various agencies which may hold differing views concerning present Board of Education policies.

(14) An on-going program of in-service training should provide learning opportunities to raise the professional level of the teachers and keep them apprised of new thinking and instructional innovations.

(15) The entire structure of the in-service programs should be re-examined, revised and strengthened. This may call for:

(a) Adequate compensation for a staff position of "teacher-trainer" or "in-service program coordinator" in the school.

(b) Adequate compensation for a "master teacher" or "special teacher" to work with new teachers recently assigned to the school as well as college students.

(c) Provision for a "teacher-buddy" system.

(d) Assignment of a "special teacher" to a school for a period of no less than six months or more than a year for the specific purpose of observing and assisting new teachers. This teacher should be rotated into a variety of schools (e.g., Special Service, transitional, etc.) so that he gains a more comprehensive understanding of the dynamics of the learning process, individual differences, readiness, attitudes, behavior, adjustment, etc. Such exposure to different schools should increase the special teacher's competency as a guide for new teachers.

(16) New teachers should be appointed as of June and assigned to work with experienced teachers in the grade they will be teaching in September. This procedure will serve to supplement the three-day orientation period that new teachers usually receive in September. This early June assignment will give new teachers that much more time to become better acclimated to their school.

(17) Every school should provide a "handbook" with pertinent information for new teachers.

(18) The school administration should assume the responsibility for distributing model lesson plans, unit plans, and practical teacher-training materials to new teachers.

(19) Each school should appoint a committee of teachers and administrative personnel to set up a program of informal voluntary training sessions during the lunch hour.

(20) The schools must avoid assigning inexperienced staff to difficult classroom situations.

(21) A study should be undertaken to re-examine the functions of the assistant-to-principal. For example, if there are three assistants in a school with a large percentage of new teachers, it might be wise to assign one of them to devote all his time exclusively to working with new teachers.

(22) School facilities should be used increasingly during after-

school hours for teacher activities of educational interest to the school-community.

(23) In-service programs in urban school-communities should be coordinated with programs of the local colleges. The latter, in turn, might adapt individual courses to the special characteristics of a school-community. For example, a course entitled "School and Community" could be tailored to the special characteristics of a particular school-community.

III. INTERPERSONAL RELATIONSHIPS

"In the past, national stability required that primary emphasis be placed upon cultural conformity. At the same time, much that we as a people have valued in American life has been derived from the contributions of diverse groups. We have learned that there is need for supporting certain cultural differences because of what they add to American society.

As teachers our difficult problem is to retain the constructive values of differences. We know, from examining American life, that differences among groups and individuals are often the sources of conflicts and tensions. Some of these tensions have been with us for many years; others are of recent origin; still others are situations in which the focus of tension has shifted. Conflicts as a result of tensions and group differences exist on many fronts and place upon the schools a need for continuous study and effort.

In this context of cultural diversity and long-standing tensions and problems the classroom teacher can play a major role. But, first, what is known about group differences? What do group differences mean to children? How does growing up in a multi-group world affect children's learning? How are adolescents affected by group differences? What are the factors contributing to intergroup tension, hostility, and conflict? What techniques have been developed for diagnosing such intergroup tensions, and for ameliorating them?"

Jean D. Grambs, Understanding Intergroup Relations,
Department of Classroom Teachers, American Educational
Research Association, N.E.A., 1966.

The school is the meeting point of a conglomeration of intertwined interpersonal human relationships involving pupils, teachers and administrators. The school-community, on the other hand, widens the scope of these relationships so that they encompass not only the professional staff and the pupils, but parents and community leaders as well, all joined in a crisscrossing and interaction of interpersonal relations making the school-community what it is. The interpersonal relationships centering in the school may be analyzed in terms of the interacting groups in the school. Similarly, the relationships centering within the school-community may be analyzed in terms of the roles of the interacting groups in school and the community.

The impact of interpersonal relationships in the school and of the various relationships arising in the school-community led the workshop participants to an examination of the problems involved in the various role interactions. It was generally agreed that a deeper understanding is needed of the forces constantly at work influencing decisions within the school and within the community regarding quality integrated education. Some of the more pertinent suggestions of ways to improve the role competencies of individuals and groups in the school and the community, and to promote the "we feeling" of the staff, pupils, parents and community leaders are indicated in the pages that follow. The recommendations have been grouped according to the following schema:

1. SCHOOL

A. Pupil - Pupil Relationships
B. Pupil - Teacher Relationships
C. Teacher - Teacher Relationships
D. Teacher - Administrator Relationships

2. SCHOOL - COMMUNITY

A. Role of Parent
B. Role of Teacher
C. Role of Administrator
D. Parent - School Relations

SCHOOL

A. Pupil-Pupil Relationships. Understanding and measuring the impact of quality integrated education activities in desegregated schools upon the interpersonal relationships among pupils is an extremely complicated task. The difficulties in improving pupil-pupil interpersonal relationships may not always be recognized by the school, even by those in the school who seem to agree with the following principles:

(a) Effective pupil-pupil interpersonal relationships are intrinsically related to achieving the school's objective of providing for quality integrated education.

(b) Effectiveness in pupil-pupil interpersonal relationships will increase as the pupils' behavior is rational, logical, and clearly communicable.

(c) Effectiveness decreases as emotionality increases in pupil-pupil interpersonal relationships.

(d) Pupil-pupil interpersonal relations are most effectively influenced through teacher direction, teacher influence, and teacher control, as well as by pre-set school rewards and penalities that serve to emphasize the pupil's interpersonal competencies.

However difficult the task and however knotty the problems, the participants attempted to analyze the issues involved, as well as the degree of their impact on the school. The following recommendations represent some of the more salient points resulting from the workshop sessions:

(1) The school should operate an educational program aimed at providing varied experiences of success in pupil living as well as in communicating effectively. "Success" means that pupil interpersonal relationships

will lead the children to become more aware and accepting of themselves and others.

(2) To insure effective pupil interpersonal relationships the school should provide the kinds of experiences which guarantee that:

(a) Each pupil is seen as only "another pupil" in his own right, with a life history in his own culture, with culture-determined drives, attitudes, values, etc.

(b) Pupils are not idealized or stereotyped in any way.

(c) The problems of school life can be discussed openly and freely.

(d) All pupils share in the giving and receiving ends of a relationship.

(e) There is acceptance of both the positive and negative feelings the relationship produces.

(f) There is acceptance both of the strengths and limitations of the other person.

(g) Experiences of "exploitation," "submissiveness" or "dominance" are infrequent.

As the school becomes increasingly sensitive to the "guarantees" listed above, each pupil involved will be more and more open to considering new ideas, values and feelings, and at the same time will tend to "experiment" in his communication with other pupils and permit the latter to take risks with new ideas, values and feelings as well.

(3) The school should look for and develop levels of leadership among the minority-group pupils.

(4) The Board of Education should sponsor week-end trips for the purpose of providing leadership instruction and improving human relations. The staff involved in these activities should keep in mind the importance of making the pupils aware of their impact upon fellow pupils and their fellow pupils' impact upon them, and showing them how to solve problems in such a

way that these problems remain resolved.

(5) The school should make its G.O. more meaningful by:

(a) Involving as much of the school population as possible in its activities.

(b) Placing less emphasis on the social aspect and more on the pupil's involvement in the social and public issues of the day.

(c) Bringing more of the pupil body into the making of school policy.

(d) Presenting guest speakers who address themselves to controversial issues of the day. (Faculty advisors should not be fearful of having open discussion on any topic presented. It is most important that pupils be able to engage in the discussion of controversial issues under the guidance of the school, and relate fundamental components of their own personality, e.g., beliefs, attitudes, to decision-making situations.)

(e) Promoting integrating recreational activities.

(6) Extra-curricular activities should be so structured as to affect all the ongoing in-school activities.

(7) Sports activities should be expanded along these lines:

(a) School teams should be funded by the Board of Education, not by the G.O.

(b) A more varied intramural sports program should be initiated.

(c) Wide student participation in some capacity in varsity sports should be encouraged by the school.

(8) The scope of activities for experiencing leadership, responsibility and participation should be extended to such facets of the school program as:

(a) Games during gym periods.

(b) Seating arrangements at lunch.

(c) Trips.

(d) Plays for assembly programs, using services and materials from U.N., B'nai B'rith, Urban League, etc.

(e) Responsible monitorial activities and assignments, especially for Open Enrollment children.

(f) Sharing and rotating monitorial responsibilities within the class.

(g) Group guidance lessons utilizing such methods and materials as puppets, role-playing, unfinished stories, etc.

(9) Additional efforts should be made by the school to extend, intensify and enrich cultural programs. Worthwhile activities along these lines are:

(a) Musical programs (glee club, dance festival, orchestra, band) put on by the pupils for the benefit of parents and the community.

(b) Clubs (arts and crafts, sewing, dance, etc.).

(c) Art exhibits.

(d) Exposure of pupils to the ballet, opera, concerts, etc.

A related objective of these activities should be that they involve students from majority and minority groups and that they take place in as integrated a setting as possible.

(10) More use should be made by teachers of children's autobiographies as a way of helping youngsters to develop a certain degree of "openness" concerning their values, attitudes, feelings, wishes, hopes, etc.

(11) The school should take the necessary steps to have pupils help classmates who are behind in their academic studies. The experiences of giving and receiving (a reciprocity in the interpersonal relationship) between a "slow" pupil and his tutor will raise the level of interpersonal competency of both.

(12) The philosophy and generally accepted processes of the Human Relations Unit of the Board of Education should be reaffirmed as offering an excellent resource for fostering interpersonal and intergroup relationships within the school.

(13) Human relations material and brief summaries of minority-group contributions should be introduced in appropriate places in all areas of the curriculum.

(14) Whenever possible, the school should involve individuals who are "experts" in intergroup relations to prepare materials cooperatively with the pupils and to assist in working out an intergroup relations program that will embody principles to serve as guideposts to improving the intergroup-interpersonal competencies involved in pupil interactions.

(15) The school should encourage its pupils to study at their leisure ethical, social, moral and spiritual beliefs and principles as a basis for formulating their own codes of conduct to guide them toward effective interpersonal competencies, and the pupils should be encouraged to make their own choices in communicating their ideas, beliefs, attitudes and values.

(16) Such agencies as the Boy Scouts and Girl Scouts should be invited into the school to assist in the planning of programs stressing integrated activities.

(17) The school should avoid any distinctions in the lunchroom between Open Enrollment and neighborhood children.

(18) The "receiving" school should devote greater attention to articulation activities with the "sending" school.

(19) The school should face the fact that the student comes to it with a "social theory" already in mind, one which allows him to function at a level which is comfortable to him, and that he brings to the actual classroom setting a fairly stable set of interrelated personal constructs which affect how he reacts, both emotionally and intellectually, to "human re-

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lations events," "social events," "integrated events," "desegregated and/or segregated events," etc. If the school hopes to develop a more favorable intellectual and emotional orientation to the concepts and practices of integrated education, its instructional program should provide the student with the intellectual and social tools for interacting.

(20) In view of the dearth of basic and applied knowledge concerning factors influencing pupil-pupil interpersonal relationships in segregated, desegregated or integrated settings, the school should take upon itself the responsibility to make clear these three very important facts to the students about the specific nature of their interpersonal relationships:

(a) Each pupil is somehow different from all other pupils. He is different in what he believes, what he desires, what he thinks is good for himself and how he feels about other students and other things in the school-community around him.

(b) Regardless of their individual differences, pupils generally choose to "live" in certain groups within the school. They must therefore modify some of their own personal desires and beliefs in order to get along with other pupils who "live" in different groups in the school.

(c) The fact of being different and yet "living" in urban school-communities and/or studying in desegregated schools which face common problems may lead to controversy and disagreement about educational policy decisions affecting the pupils. Whatever the educational or social situation, however, the school must recognize that it is very difficult to establish a clear-cut case for the "rightness" or "wrongness" of any specific pupil-pupil interpersonal experiences in an integrated setting.

The three "facts" just listed need not apply solely to interrelationships among students. They are just as relevant at all ages, levels and degrees of sophistication in interpersonal relationships.

B. Pupil - Teacher Relationships. Some teachers give affection, support and help, while others may be critical, destructive and hostile.

Some are frank and open in contrast to those who are reserved and evasive. We expect the vast majority of our teachers to exemplify these rather than the negative traits and positive characteristics indicated, but human nature being what it is, we must expect to find a few teachers who unfortunately manifest some of the personality weaknesses listed. Merely being exposed to information about interpersonal relationships and becoming aware of important consequences for pupils resulting from their own attitudes and needs will not in and of itself make teachers function effectively in their interpersonal relationships with their pupils.

Only the teacher who is adjusted to his own world and adequately oriented to his inner drives can use this information about interpersonal relationships to help him deal realistically with actual situations. The teacher whose feelings about himself and his world are askew twists this information and uses it to defeat the best interests of teacher-pupil interpersonal relationships. With this caveat in mind, the workshop participants nevertheless did come up with some recommendations for increasing the effectiveness of interpersonal relationships between the teachers and the pupils in an integrated setting:

(1) Teachers should be made aware of the fact that in a dynamic, integrated school community, interpersonal relationships must change, but that this change must always be justified in terms of:

- (a) The social needs of the students.
- (b) The maturity levels and needs of the students.
- (c) New and old findings in human relations and social development.
- (d) New and old findings that point the way to sound practices for improving interpersonal competencies.

(e) The structure of the specific relationship and the discovery of new "information" to make this relationship more effective.

(2) Teachers should encourage their pupils to become involved in formulating their own standards of proper behavior and good work habits, and the interpretation and reinforcement of such standards should occur in a variety of interpersonal situations which are stable and predictable.

(3) Teachers should make maximum efforts to provide and maintain enrichment activities for all grades and all classes throughout the school, and not restrict these to the I.G.C. or special classes.

(4) Dynamic programs of individual or small group instruction and services should be provided for the retarded learner as well as the child who is an emotional problem in the hope of giving such children a feeling of security and a sense of accomplishment.

(5) Teachers should regularly review and re-examine the needs of their pupils and make those changes required to meet these needs.

(6) In developing their program, teachers should consider placing more emphasis on the value of a one-to-one relationship, particularly in remedial work.

(7) Teachers should learn to manipulate their own behavior and teaching styles so that they can accept each pupil as an individual, and proceed from that point.

(8) Teachers should periodically evaluate the effectiveness of their tone of voice and try to improve on it in terms of its ability to connote warmth and respect for their pupils.

(9) Much more extensive use should be made of class trips and home visits as a means for continuing social relationships between teachers and pupils outside the classroom setting.

(10) Teachers should provide a social climate in their classroom based on mutual respect without fear or sentimentality, with clearly established limits firmly enforced.

(11) Teachers should de-emphasize student failure and quickly, but honestly, "celebrate" very small gains to build ego strength and a more acceptable self-image.

C. Teacher - Teacher Relationships. The quality of teacher - teacher relationships can make or break even the best of programs. It is for this reason that the following recommendations are especially relevant:

(1) A school atmosphere should be created in which the overt relations between teachers demonstrate mutual trust, productive interaction, and understanding of respective roles, and an explicit policy for a human relations program with allocations of resources and personnel and clear-cut provisions for implementation and communication to all teachers should be developed.

(2) Teachers should understand and appreciate the cultural similarities and differences of all school personnel. They should:

(a) Realize that people are more alike than they are different; that all persons wish for themselves and their families health, happiness, and success.

(b) Understand that differences among peoples are influenced by differences in environment and heredity.

(c) Recognize that learning from and about another person's culture results in personal and professional growth.

(3) Teachers should be aware of the sensitivities of other staff members and treat all persons with respect. They should:

(a) Note those areas or subjects which seem to offend other staff members and approach them diplomatically when it is necessary to discuss them.

(b) Exercise good judgment when using humor of a racial or ethnic nature which may offend. It is often better to avoid such humor entirely.

(4) Teachers should work to establish and maintain harmonious relations throughout the school. There are amenities proper to the establishment of good human relations in any situation. When interacting with members of other ethnic groups, it is especially important to:

(a) Greet people with a smile.
(b) Learn names and welcome persons by name.
(c) Be friendly, cordial, and helpful.
(d) Be genuinely interested in people.
(e) Be generous with praise and cautious with criticism.
(f) Seek and respect the opinions of others.

(5) Teachers should encourage a continuing program in human relations. They should:

(a) Attend workshops or institutes which concern human relations.

(b) Encourage others to participate in human relations activities.

(c) Suggest titles for the school's professional library on human relations.

(d) Read professional literature on the subject of human relations.

(e) Develop social programs which encourage ethnic group interaction.

(6) Teachers should confer with individual co-workers who need help in understanding their roles as members of a multi-racial staff. They should:

(a) Recognize that many teachers may not previously have had members of other races as neighbors, have met them socially, or have had them as classmates.

(b) Seek acquaintances with associates who may need assistance in establishing intergroup friendships.

(c) Share practical suggestions for developing harmonious intergroup relations.

(d) Increase knowledge concerning the accomplishments of persons of all racial and ethnic groups.

(e) Help to modify and correct stereotyped concepts and utterances.

(f) Avoid ethnic adjectives even when giving praise, such as "nice colored man" or "a fine Jewish gentleman."

D. Teacher-Administrator Relationships. Many feel that the type of teacher-administrator relationships existing in the school can have more of an effect on morale than any other factor. The following recommendations, therefore, which adhere basically to the tenets of democracy in school administration and supervision, are very much apropos in any discussion of interpersonal relationships:

(1) The administrator should view staff members as co-workers and partners in the total school situation. "Superior-subordinate" relationships should be minimized, with an emphasis instead on equality of status but with difference in function. Leadership must be sought and used where-ever it can be found regardless of status position. The teacher is an expert in her field, too, since she provides practical application of theory.

(2) Administrators should constantly keep in mind such human relationsprinciples as making people feel comfortable, fostering security and creating lines of communication, and transforming these basic tenets of democracy in supervision into substantive programs of action.

(3) The staff should be considered as a team which needs to get together at times to set up goals, plan group strategy to obtain these goals and to determine the criteria by which to assess the realization of the objectives sought.

(4) Minority opinion must be brought out into the open. Administrators must recognize that it is not true that all opponents of a desired program are necessarily enemies to that program; that growth comes from conflict and the discussion of it; that conflict and resistance are a

natural reaction to any suggested change in behavior in any group.

(5) Since self-esteem is a key to good teacher-administrator relationships, staff members should be given frequent opportunities to work together in groups. As teachers and administrators get increased satisfactions from the realization that their perceptions and the way they behave because of these perceptions are considered correct by other members of a group, there will be a growth in self-respect and a natural improvement in administrator-teacher relationships.

(6) The administration and faculty of every school must recognize that intergroup attitudes and misunderstandings are often steeped so deep in tradition and in defensive feelings of personal inadequacy that they are highly resistive to change. To overcome this, programs that raise the level of social understanding must be provided. Both the administration and the faculty must learn the ways in which people of different ethnic, religious and socio-economic groups are alike and the ways they are different from each other, as well as the factors determining whether people exhibiting these likenesses and differences will live together in a school-community in harmony or in conflict.

(7) Administrators and teachers should feel that most people are basically sincere. With this thought in mind, attitudes of mutual respect can be formed more easily and problems considered objectively and professionally.

(8) Teachers should have a greater voice in decision and policy making.

(9) Teachers need to overcome the concept that the supervisor's role is that of a critic. The supervisor can do much to change this feeling. A friendly and permissive atmosphere should be created. Good things should be

shared. An open-door policy should be established which will let the teacher know she is free to talk over her problems with the supervisor.

(10) Administrative support should be forthcoming when mistakes takes place. Since experimentation, which should be emphasized, means trial and error, the administrator must see to it that failure, when it occurs, is made as comfortable as possible for the teacher, who will then not be fearful of trying something new.

(11) Administrators and teacher alike must recognize that changes are more readily acceptable when programs are altered gradually and systematically, thus enabling individuals to see more clearly their own roles in innovation.

(12) The administrator should give enough direction to teachers to provide them with a sense of security, but not so much that initiative and creativity are discouraged.

(13) Ample opportunities should be provided for casual and informal discussions of philosophies and problems.

(14) Teachers should be clearly briefed on the reasons for the assignments which they are asked to carry out.

(15) Competent personnel not immediately part of a school family should be called upon at times to help clarify problems that seem to require further study.

(16) Provision should be made for discussion of the dynamics of human relations.

(17) Some time should be set aside at faculty meetings to discuss such controversial issues as race relations.

(18) Faculties should be encouraged to sponsor integrated social activities for themselves, including "social weekends."

SCHOOL-COMMUNITY

A. Role of Parent. The role of the parent vis-a-vis the school has changed markedly in the last few years, especially in ghetto areas. Parents today are much more articulate in terms of their demands from the schools. One can hardly pick up a newspaper these days without seeing some reference to parent involvement in school matters. The recommendations that follow are therefore especially pertinent:

(1) Parents should be shown that integration in the school is a fact, and that the children are learning to live with each other.

(2) The school should take measures to make all parents feel welcome in the school. Meetings and teas for mothers, invitations to visit school exhibits, assemblies and classrooms, and opportunities to serve as school aides and volunteers will give parents the feeling that they are wanted.

(3) In developing their educational programs, administrators should recognize the fact that successful school-community relations, particularly with the parents, depend primarily on three basic ingredients:

(a) That the children are well-taught and are happy with their achievement.

(b) That the school is providing a defensible and systematically planned and executed quality curriculum.

(c) That the administrator does not "color" his responses to the parents about the kind of program that is going on by "talking a better school than he runs."

(4) A vigorous campaign should be instituted by the school to achieve maximum parent participation in all parent activities.

(5) The school's parent body should take appropriate action to insure that it is serving the needs of the school-community in a strong functioning capacity, and not as a mere social club.

(6) Diversified parents' association programs, including educational, social and cultural activities and provided with dedicated leadership, should be an integral part of every school-community.

(7) A special parents' committee should be set up to study the best possible ways for achieving true integration between parents from Open Enrollment "sending" and"receiving" schools, or between parents from community zoned schools. (The parents of two community zoned schools held a discotheque dance one evening to show that intergroup socialization can take place.)

(8) The administration should recognize that drawing parents into many general activities of the school in a type of in-service participation with the staff can serve as an excellent preliminary to acquainting them with the importance of their role in helping the school provide a dynamic, integrated program.

(9) In developing their parents' organization, parents must recognize that for it to be effective it must be nonpartisan, nonsectarian, and noncommercial. Children of all groups must be served by the parents' association, and it is neither prudent nor proper to take any stand which will favor or offend any segment of the membership because of race, religion, politics, economic position, social status or residence.

(10) The school-community should consider the development and implementation of "Parent Leadership Weekend Camps" in ghetto areas as well as in favored neighborhoods, with the hope that new and revitalized leadership will emerge. Special effort should be made to involve in these projects parents who for one reason or another cannot participate in regular school-community activities.

(11) Each school should organize a "parent school board," one of

whose principal functions would be to facilitate communication among all the schools in the district.

(12) Every school should compose with the parents a workable definition on what is the parents' role in the school's program.

(13) An intervisitation program between parents from different school neighborhoods should be set up, with provision for regular meetings. When different parents' associations composed of representatives from a variety of social, ethnic and cultural groups, but with interests in common, cooperate, a major outcome is an exchange of views and information without the loss of power or autonomy on the part of any individual parent body.

(14) Research should be directed toward answering the following questions:

(a) How can the parent individually have a voice in the conduct of schools, especially as it affects him and his family?

(b) How can parents effectively organize, both within and without the formal organization of the parents' association, to give expression to their personal needs and aspirations?

(c) How can parents, as individuals and also acting in groups, best work with the school personnel?

(d) How can the schools be organized at the local neighborhood level to be flexible and sensitive not only to local conditions, needs and attitudes but also to conditions, needs, and attitudes outside the neighborhood?

(e) How can the benefits of greater decentralization and the structure to provide for greater community involvement be best administered to give stability and strength to the local parents' association without robbing it of its present powers, rights and initiative?

(15) The school should recognize that its most important school-community function may be to accept the fact that the community has changed and that the school must understand this change before parent and school goals can be in harmony.

(16) The school should make an effort to reach the parents effectively by understanding and adapting its educational program to social realities. By the same token, the substance of parents' association meetings should be kept close to the real needs of the community. For example, program content should deal more with descriptions of educational activities in an integrated educational program in a desegregated school than with committee reports and the reading of correspondence.

(17) Study of the important relationship between pupil-achievement and pupil motivation should be built into parents' association programs.

(18) The administration, in conjunction with parents' association leaders, must set up long-range goals that project the school into the community. An example of one long-range goal might be the modernization of the school plant in an attempt to put "beauty" into the lives of the children and to serve as an impetus for the community's improvement of itself.

B. Role of Teacher. No discussion of interrelationships affecting the school and the community would be complete without reference to the role of the teacher. The following recommendations are therefore particularly apropos:

(1) Teachers should identify, through observation and experimentation, the incentives that motivate minority-group pupils in the class as well as the community, and should surround their pupils with realistic stimuli that will help make the course content and community activities more interesting and desirable.

(2) Teachers should help pupils identify the personal and social values that specific academic goals will have for them in real life and also help them establish realistic and educationally sound goals for themselves.

(3) A concerted effort should be made by teachers to develop better ways of establishing rapport with minority-group students and encourage them to seek teacher help when they need it. The students should feel that their teachers are always sympathetic to their problems.

(4) In developing school-community programs for the students, teachers should try to:

(a) Encourage them to be intelligently self-directive in the conduct of these school-community affairs. Students should be helped to see the implications of their own decisions reducing tensions among the student body, and also to feel that they are a part of the "school-community team" in planning and carrying out an effective integrated educational program.

(b) Utilize the close student-teacher interpersonal relationships made possible through informal activities in the classroom to help students with any specific problems connected with better intergroup relations.

(c) Observe the students as they engage in school-community activities (e.g., panel discussions, dances, songs, displays of menus and costumes of foreign lands, etc.) to discover facts that may be used to help the students grow in sensitivity to human relations in the school and community. Use should be made of the informal interpersonal relationships that take place in the extra-curricular activities of the school to promote the social growth and interpersonal competencies of the students.

(d) Encourage the application of the intergroup, intercultural, interfaith and interaction concepts and understandings learned in the classroom to integrated school and community activities.

(e) Arrange the schedule and organization of integrated activities in the school so that nonparticipating students will find it possible to become active members.

(f) Help direct students into those integrated activities that will be of greatest interest and benefit to them individually, and help provide them with resource materials that will increase their awareness of the effects of prejudice, segregation and discrimination on the school-community.

(g) Take time out periodically to evaluate their effectiveness in developing these programs.

(5) Teachers should demonstrate problem-solving techniques as a means

of showing how the students can achieve a feeling of real involvement in school-community activities.

(6) Teacher should stimulate and encourage minority-group youngsters to enter the teaching profession.

(7) No teacher should bend over backwards in ignoring any anti-social behavior on the part of an Open Enrollment child, since this represents only another aspect of discrimination.

(8) Teachers and interested parents should develop further means of recruiting, preparing and retaining creative parents from the community in assisting in the extracurricular program.

(9) Teachers in Open Enrollment schools should intellectualize their attitudes toward bussed in children into a rational, positive, consistent and cognitive framework which enables them to understand and integrate these children into the school-community.

(10) In their efforts to improve interpersonal and intergroup interaction competencies among the students, teachers should provide as many opportunities as possible for the students to:

(a) Reveal the way they perceive the classroom situation, the total school program, the community relationships, etc., as well as the values they hold and the behavior that is genuinely their own.

(b) Receive feedback about their behavior from their peers and to give feedback about the behavior of others.

(c) Experiment with new ideas, values and behavior aiming at making the new integrated classroom approach to learning a part of themselves.

(11) Personal counseling should be instituted as an integral and major part of the school's educational services to assist students to modify their values about effective interpersonal and intergroup relationships in such a way that they increase their interpersonal and intergroup competence

and decrease any feelings of mistrust and anxiety they may have about teachers themselves or about the educational program the teachers are charged with implementing.

(12) Teachers should try to develop and maintain through class discussions a sensitivity to human relations on the part of all the children.

(13) The school should appoint a parent-staff committee to make recommendations for the solution of small problems that are magnified out of proportion (e.g., parent concerns for teacher attitudes toward dress and behavior.) This parent-staff committee migh also help develop a school code dealing with dress and behavior in the school building.

(14) Teachers should assume even greater responsibility for implementing the techniques necessary to bridge community planning with educational programming. Following are some suggestions for helping the teacher achieve this bridging:

(a) Classroom instruction and community activities should be so organized that they complement and motivate each other. Community activities that are carefully selected, planned and supervised can provide a valuable social, cultural and educational experience and can encourage the necessary interpersonal-intergroup relationships between the students and those in the community setting.

(b) Classroom instruction should provide the student with intergroup experiences and responsibility for assisting in the selection and conducting of similar intergroup activities in his community.

(c) Classroom instruction should provide the students with examples of effective school programs in human relations and how they may be applied to community programs.

(d) Classroom activities should help educate and motivate students to undertake those necessary civic responsibilities that are intimately and intrinsically related to school responsibilities. These classroom activities should also contribute to the encouragement of responsible decision making on the part of the students in both the school and community settings.

(e) Activities should provide an excellent opportunity for the teacher to observe and discover specific information about the students' behavior in the classroom which may be applicable to an understanding of their behavior in the community.

(f) Classroom instruction should provide experiences which will encourage a desirable rapport in the student-teacher interpersonal relationship.

(g) Classroom instruction should provide situations in which complex social interactions may take place and in which social growth may be enhanced through student participation.

(h) Classroom instruction should provide opportunities for students to become involved personally. Such experiences contribute to learning and help avoid meaningless verbalization of concepts.

C. Role of Administrator. Like the teacher, the administrator is another key person in the human relations picture relating to school and the community. He sets school tone, which tone is reflected in the community. An accessible and approachable head of a school can make all the difference in the world in terms of how parents and other adults react to the school. The following recommendations are therefore especially relevant:

(1) The administrator must recognize that desegregation is a problem that has implications for every aspect of the operation and policy of a school, and that there is no single solution that will apply in all school-communities. The administrator must also recognize that changing values and attitudes by the community demand continuous re-evaluation of school programs and experimental solutions to cope with new problems (e.g., bus transportation, Open Enrollment, shifting of school attendance boundaries, community zoned schools, etc.).

(2) Increased attention must be given to the development of "cultural and educational centers" in urban depressed school-communities. These centers should provide programs that will bring together parents from all socio-economic groupings in places where students work together, oblivious to color

distinctions. For example, these may be neighborhood libraries, where school people can discuss with the community the contribution of all the "strains" that have gone into the establishment of the locality. Such centers would provide another opportunity for the school to involve parents and children of different cultures and to show by facts and example that color and ethnic origin are irrelevant to a person's competence and worth.

(3) Every aspect of administrative leadership, from curriculum development to working with community groups, from setting up an educational or recreational activity in a single school to a vast district decentralization program--the whole panoply of necessary and desirable school services must be carried on with sensitivity to the implications for achieving "quality," particularly in those programs which affect desegregated schools. The administrative staff must be willing to provide counsel, leadership, and specialized assistance to local parent bodies and community groups in the search for new ways to provide genuine equality of opportunity for the children. It is especially important that schools planning or conducting desegregation programs for Open Enrollment children, ensure that the bussed-in children are neither physically nor psychologically set apart from the neighborhood children.

(4) Efforts should be made by the administration to create school-community activities with many opportunities to reward and recognize parents and community groups that contribute ideas for promising practices that are especially effective in improving integrated situations in the school.

(5) The administrator must have an understanding of communications theory and media. He must realize that the hearer (parents) conditions what is heard, and that this must be taken into account when the school is com-

municating with the parents and community groups. He needs an understanding of parent organizations and community group structures, both formal for operational purposes and informal for human relations building and evaluating. The kinds of interactions he develops with the parents and the community should serve as lesson material for making him more knowledgeable in this area. As an effective "facilitator" of good school-community relations, he must:

(a) Recognize that there are similarities and differences among people, and that these differences do not necessarily denote superiority or inferiority.

(b) Be sensitive to the importance of the individual talents of people as members of a group.

(c) Put the general welfare of the majority above any individual interests.

(d) Respect the rights and opinions of others.

(e) Realize that prejudice often stems from a lack of understanding.

(f) Identify and help the parents utilize school-community resources.

(g) Get along with others.

(h) Avoid generalizations and name calling.

(i) Recognize that rules and standards are necessary for group living.

(j) Understand the causes for difference in behavior.

(k) Appreciate the roots of social problems.

(l) Halt continuous attempts to use the schools for "pet projects," that though ostensibly worthwhile, really are more appropriate for agencies other than the schools.

(m) Redirect human relationships into more effective communicative channels in the school-community.

(n) Identify both the needs and possibilities of social and educational change.

(o) Train staff as well as parents in the art of community analysis and the process of social change.

(p) Make tangible contributions to the effectiveness of school-community relations by his discharge of such responsibilities as planning evening parent meetings with the parents and staff, purchasing supplies for use by parents, making school facilities available, setting up resource committees, and assigning staff members to serve in school-community liaison situations.

(6) Since designing a framework to provide opportunities for learning and social living is one of their major responsibilities, administrators must keep in mind:

(a) The differences in each individual student entering the school program, differences resulting from previous experiences, prior schooling, if any, and personal qualities.

(b) The fear and anxiety of students and their parents as they view the objectives, activities and requirements of the educational program.

(c) The part that imitation of others plays in determining students' attitudes, beliefs, values and behavior.

(d) The use of procedures and approaches which are consistent with the present Board of Education policy of quality integrated education, and which are in keeping with what parents want for their children with respect to "quality" educational programs.

(e) The nature of the learning process, and the value of extending the concept of the learning environment beyond the regular school situation.

With these concerns in mind, administrators should not be satisfied with merely identifying what they hoped students would learn in their school (usually described in terms of content and skills) but should go beyond this point and be able to see knowledge and skills being put to use at the actual behavioral level (e.g., being a member of a student human relations club, planning and helping to carry out a class conference on civil rights, serving as a tutor to children in need of remediation, assisting in a community action program gathering information for analysis and evaluation, participating in intergroup-intercultural student conventions, etc.).

(7) In view of the social and cultural diversity of school neighborhoods, consideration must be given by administrators to planning "integrated" programs that help students acquire knowledge, understanding and skills for their participation in a society that requires a high level of interpersonal-intergroup competency. In planning these programs, the administrator will have to keep in mind operational decisions concerning:

(a) The end-product image or purposes held by the school-community for the "integrated" program.

(b) Selection, admission and placement procedures for Open Enrollment students assigned to the school.

(c) Curriculum content deemed necessary to produce the desired end product (i.e., inclusion of minority group contributions, interracial illustrations in textbooks, etc.).

(d) School arrangements for courses and/or experiences facilitating the development of the end-product.

(e) Availability and utilization of materials and resources contributing to the learning of the desired curriculum content.

(f) Staff behavior in the teacher-learner relationship.

(8) Administrators should include as part of their approaches with parents the use of a category of techniques from the "tool kit" of group dynamics, and use these techniques (e.g., "ice breaking" and "cooling off" devices, role-playing, buzz sessions, etc.) to help them carefully assess parent sentiment regarding the school's integration policies, and work out educational procedures that parents are judged likely to accept for their children.

(9) The administrator should help the parents and community leaders

to "find their place" in the process of close school-community cooperation and development. He can do this by:

(a) Helping the parents organize so that they may give expression to their purposes, aspirations and goals as these affect the education of their children.

(b) Getting the parents and the community to see their needs.

(c) Acting as advisor on methods and processes of getting the job done (e.g., forming a parents' association).

(10) The role of the administrator as the primary source of school leadership should be re-emphasized and fulfilled through an evaluation program that attempts to answer such questions as:

(a) What are the factors in the school-community situation that seem to hinder progress toward flexibility in our integration policies?

(b) In what areas of school-community relations has most progress toward the concept of the "flexible school" been made? How has greater flexibility been achieved in these areas? What place is there for "modular periods"?

(c) In what areas has the least progress been made? What are the deterrents here? Can the positive forces used successfully in other facets of the school program or in the more flexible areas of school-community programs be used here?

(11) In trying to develop reasoned and intelligent approaches to the phenomenon of change as it affects school integration policies, it is very important that the administrators correct any misconceptions about this "change" that they may have. The administrator must realize that:

(a) Change should be approached with an attitude of "let's see."

(b) The most fundamental change is gradual, steady growth.

(c) Change is natural.

(d) Change is an opportunity for growth.

(e) Acceptance of change is not vacillation.

(f) Understanding and accepting change requires more than factual knowledge.

(12) The local school administration should interpret to parents the policies of the Board of Education as well as its own decisions on the local level in such a way that parent and community relationships with the Board of Education and the local school administration are strengthened.

(13) The administration should create a systematic staff training program in which:

(a) The responsibilities of the school in fostering school-home relationships are emphasized.

(b) Suggestions for helping teachers to develop skill in parent conferences and home visits are provided.

(c) Problems of reporting to parents are discussed.

(d) The values of participation in parent and community organizations are suggested.

(e) Instruments for helping teachers evaluate interpersonal-intergroup relationships with the parents are illustrated.

(f) Ways in which teachers may build up their community resource files are suggested and illustrations for how, when and where to use these resources in their teaching-learning situations are given.

(g) The changing functions of teaching are elaborated on in terms of new decentralization plans of the Board of Education.

(h) Answers to the question: "What determines the quality of educational programs in integrated and/or desegregated settings?" are offered.

(i) Effective techniques and procedures to use when being observed or interviewed by parents groups and other community organizations are demonstrated.

(j) Principles guiding effective group work with parents are identified.

(k) Factors affecting the quality of participation in curriculum development programs are discussed.

(l) A guide for analyzing the quality of interpersonal relationships among administrators, teachers, parents and community is provided.

(14) In planning for improvement of the educational program, administrators and parents should consider three questions:

(a) What have we got?
(b) What do we want?
(c) How are we going to get it?

(15) Every effort should be made by the school to provide a meeting room where parent and community groups can meet. Such facilities can contribute to an improvement in communication and dissolve apparent distrust or coolness between school and community.

(16) Parent workshops should include discussion on material on:

(a) The use of parliamentary procedure.

(b) The organizational structure of the present Board of Education as well as proposed decentralization plans.

(c) The purposes of specific educational programs.

(17) In order to provide better guidance services for students whose social development has been hindered by prior segregation practices in the community, the latest developments and trends in guidance should be explored.

(18) Periodic meetings should be scheduled between the administration and a small representative body from the school student government to discuss school gripes and ways of amicably resolving such gripes.

(19) Administrators must recognize that almost everybody has many different kinds of motives behind his attitudes for or against integration and/or desegregation, and that much more often than is generally recognized, personal reasons not really concerned with race relations at all find disguised outlets in these reactions. All groups, including the dissident, should be invited to plan for effective school-community cooperation and to assess their ideas in terms of the children's welfare.

(20) Administrators should strengthen their Open Enrollment programs

by providing pertinent preliminary information to their staff on all incoming children. This information might include pupil motivations, past experiences, present needs, etc.

(21) The school should develop liaison with community leaders to bridge any gaps in communication that may prevent implementation of school policies. This liaison can be handled by a teacher assigned by the administration. This teacher might be involved in:

(a) Continually sensing what is going on throughout the community at all levels.

(b) Continually collecting and analyzing data on the interpersonal-intergroup-intercultural activities within the community so that the administration can judge whether the school is "doing right by the community."

(c) Asking the administration at the request of the community to correct any negative situations.

(22) The administration should recognize that in our complex urban society, no school can be entirely responsible for its own destiny, and that development of educational programs must be a joint responsibility of school and community leaders if it is to achieve any degree of success. The formation of a "school-community council," composed of teachers, administrators, parents and community leaders, well organized and working cooperatively with all facets of the school-community, can make a significant contribution to the school's effort for providing quality integrated education to the children. Some possible advantages of such a council are:

(a) Grassroots people working with this council may accomplish their goals without having to resort to the use of boycotts or sit-ins.

(b) Adverse publicity against the school may be prevented by establishing in the council two-way channels of communication.

(c) Equality of school leader and community leader status with differences in function would be stressed.

(d) Grassroots people will be accepted as real partners in the educational process, and will come to understand, interpret and evaluate wisely and more effectively what they read and hear about their schools by virtue of their actually having been involved.

D. Parent-School Relations. The recommendations that follow might have been subsumed under categories A, "Role of Parent," B, "Role of Teacher" and C, "Role of Administrator" in the "School-Community" section, but having an additional heading may perhaps pinpoint more specifically, practical suggestions making for good parent-school relations:

(1) Teachers should seek to improve their interpersonal relationships with parents and become more aware of what they are assuming, feeling, perceiving and doing in the interaction process. They should recognize any "clumsiness" on their part in handling human relations problems with parents, and re-examine beliefs and attitudes which they always held but which seem to have gotten them into interpersonal difficulties.

(2) The school must realize that knowledge of and skill in using sound human relations procedures for putting parents at ease can do much to bring about true cooperation, and that only through approaches utilizing human relations principles and practices, can interactions with parents be improved.

(3) Since parent-teacher conferences are especially useful for providing opportunities for parents and teachers to get acquainted, to exchange information about the children and to promote better understanding between the home and the school, teachers should be provided with a list of guidelines to which they can refer in working with individual parents. Some practical pointers are:

(a) Greet each parent pleasantly. Provide for an easy introduction by saying something commendable about the child. Make the parent feel comfortable.

(b) There is an art in polite and thoughtful listening. Listen for what is not said and discover feelings behind what is said.

(c) Pick up the positive points of the parent's comments. Keep an open mind. Withhold personal judgments.

(d) Emphasize points of parent and school agreement in simple language. Avoid pedagogical terms.

(e) Express your own friendly feelings toward the child.

(f) Concentrate only on a few basic matters on which you can work together with the parent.

(g) Treat parents as mature individuals.

(h) Keep confidential information confidential.

(i) Summarize points that have developed out of the interaction with the parent. Offer a few specific suggestions as follow-up for a further conference. End on a friendly note with an invitation to visit again.

Some things to avoid are:

(a) Giving irrelevant or gratuitous advice.

(b) Making negative or critical statements which create tensions and evoke defensive responses.

(c) Discussing problems the child has had with the teacher before you.

(d) Talking about other children.

(e) Closing the conference in a "vacuum of helpless half-statements."

(f) Giving the impression that you have all the answers and failing to own up frankly to your own limitations.

(g) Blocking out, consciously or unconsciously, ideas and values which, if explored, could reveal a parent's suppressed feelings.

(h) Creating a situation in which parents have to "fight" constantly the emotional resistance of the teacher.

(i) Increasing the parent's feeling of dependence upon and submissiveness toward the teacher.

(j) Adding to the parent's interpersonal and intergroup conflicts.

(4) Special measures should be instituted by the school to promote effective contacts between parent groups. The following have been tried in desegregated schools and found successful:

(a) International lunches.

(b) Teas for "incoming" parents in the spring term.

(c) Parent talent or hobby assemblies.

(d) Parents with unusual occupations speaking to school groups.

(e) Parents discussing their own school experiences.

(f) Repeating successful pupil assembly programs in different schools.

(g) Special district activities in music, art, etc.

(h) Using a polaroid camera to record "on the spot" for immediate viewing positive aspects of interpersonal relationships and intergroup activities in the school.

(i) Administrators meeting with parents' association representatives to discuss welcoming techniques for parents of Open Enrollment children.

(j) Parent curriculum workshops, held on grade level.

(k) Demonstrating human relations principles by means of role-playing.

(l) Inviting parents to attend class parties.

(m) Inviting parents to participate on trips.

(n) Special "get acquainted" parent-teacher teas.

(o) Inviting parents to assist with the school newspaper.

(5) Since some parents may not show up at parent-teacher conferences, teachers should seek other ways to interact with those parents. The following "other ways" have been found workable:

(a) Visiting the home, preferably at a time when both parents will be there. The parents must, however, be given advance notice of the visit.

(b) Communicating by telephone.

(c) Having the parent see the teacher before the child's school day begins.

(d) Sending a personal letter requesting information and providing space for an answer.

(e) Seeing the parent at work.

(f) Setting up special evening schedules to meet working parents not able to come during the day.

(6) The school should recognize that parents must be made aware of such important areas as the nature of the educative process, the problems faced by ethnic or religious groups, causes and effects of intergroup conflict and intercultural misunderstandings, effects of segregation, etc. Some specific topics useful for increasing the insights and sensitivities of parents who come from different ethnic, cultural and socio-economic groupings are:

(a) Decentralization Implications

(b) The Role of the Parent in Curriculum Planning... in School Policy...in Staffing...in Site Selection and Zoning

(c) Accountability for Pupil Achievement

(d) Evaluating the Paired Schools Concept.

Discussions on such topics as these, and many others, if related to the parents' experiences and attitudes, should help clarify issues, make parents aware of how they think and talk about other parents, and contribute to a distinction between "fact" and "opinion."

IV. CURRICULUM AND MATERIALS

"The academic performance of children from depressed areas, so marked by scholastic retardation, demands curriculum reappraisal in depth. To begin, a thorough analysis of educational goals can determine their appropriateness for disadvantaged children and youth. Does equal educational opportunity change its meaning when linked to the concept of compensatory services and experiences? To what extent would these children's needs for acculturation to urban life affect the curriculum objectives? What unique aspects of urban life lend themselves to the curriculum as resources? Are goals dealing with personal and family life; with basic citizenship and social skills; with understandings of the cultural, political, social, and health frameworks more urgent for the disadvantaged child than for the middle-class child?"

A. Harry Passow, editor. Education in Depressed Areas, Teachers College, Columbia University, New York, 1963. (From article by Dr. Passow himself)

The development of curriculum and materials in many fields of study has been dynamic and explosive in recent years. Paced by the need for content which focuses upon human groupings, their intricate systems of relationships, their historical significance, and the behavior patterns that occur in the midst of these relationships, the schools have reacted in many ways. Initial work in all the areas of the curriculum has produced a series of new human relations oriented materials and an articulated framework from early elementary through secondary school classwork.

What is particularly important today is that children must learn continuously about human relationships. A good social studies curriculum, for example, should provide an exciting experience with the use of scientific methods to study human relations and the social environment. Students need knowledge about individual differences and interpersonal and intergroup processes in order to help them function in their present school environment, as well as to prepare them to meet and solve some of the critical social problems of society. Because of the demand for revision and change in curriculum and materials, local school-communities are faced with a variety of curriculum and material adaptation possibilities.

In considering questions 4, 5 and 6, of the eleven questions serving as a jump-off point for discussion, "What materials have you found useful, or suggest trying?", "How should minority-group history be handled?" and "How should civil rights be handled?", the workshop participants concentrated on the schools' focus on the planning of quality integrated education in desegregated schools, and the structure and dynamics of urban school communities. Their most pertinent recommendations follow:

A. Materials of Instruction

(1) Such school-community forces as the family, the church, youth agencies and civic agencies should encourage the school to produce materials in harmony with human relations objectives, and make the schools recognize their responsibility for influencing sensitive student minds by presenting the contributions made by persons from various minority groups.

(2) The school must make adequate provision for materials which are essential to motivation, instruction and enrichment in an integrated, individualized educational program in a desegregated school.

(3) Textbooks and other instructional materials should be free from prejudice and present accurately concepts, facts and contributions concerning various cultural and minority groups, and a joint committee of school

personnel, parents and community leaders should review and evaluate school materials to eliminate distortions.

(4) The school must seek to improve the quality of the materials that it makes available, and a committee of teachers and administrators should carefully plan programs around such materials to reach every teacher in the school and to provide opportunities for discussion. Some suggested programs and materials are:

(a) Review of such publications appropriate for easing the transition into desegregated schools as "Who Shall be Educated?", "Action Patterns in School Desegregation," "ABC's of Scapegoating," "Prejudice and Society" and "What We Know About Race."

(b) Rumor clinic film.

(c) A variety of films and film strips carefully selected to show sound educational practices for interpersonal-intergroup-intercultural relationships and to present facts about different races, cultures, etc., such as "A Morning for Jimmy," "The Burden of Truth," "Point of View" and others.

(d) Talks by college professors of sociology or psychology, representatives of the Board of Education's Central Zoning or Human Relations Units, and other knowledgeable personnel who not only have a commitment to the American belief in the dignity and worth of the individual, but also possess the know-how to handle the topic of desegregation with faculty groups and students.

(5) Schools should extend their function to include broad social action in the community. For example, a school might initiate a massive effort to fight the encroaching blight in the area it services. Teachers and administrators might work with parents in committees and block clubs to intercede with appropriate city agencies on behalf of a neighborhood. This cooperative process will be looked upon by local residents as arising from a school which has on its staff teachers and administrators who are friendly, concerned, helpful human beings. This point of view might then also be extended by the

local residents to the teaching practices, the instructional program and the choice of materials.

(6) Teachers in desegregated schools should consider incorporating into their instructional approaches some of the basic ingredients in "affective learning" which have been shown to be of value in all cultural settings. These "ingredients" include such principles as the following:

(a) When the teacher and students interact in a context of openness, the emotional base of each person is honored and accepted without judgment or bias.

(b) When the learning situation dignifies the uniqueness of each person, it frees the growth forces within the individual for self-fulfilling pursuits.

(c) When pupils and teachers share their feelings, thoughts and actions in an atmosphere of mutual trust, their behavior becomes spontaneous, flexible, open and authentic.

(d) When the teacher provides warmth, acceptance and empathy, the student is free to regard his emotions and personal meanings as legitimate content in learning.

(e) When the learning has personal significance for the student, he can see use for it and will want to venture into the realm of meaning.

The emphasis in these principles, particularly on the emotionally supportive functions of teaching, is worth noting for desegregated school environments. Each statement in some way characterizes the teacher's behavior as facilitating, liberating and encouraging the student's responses. The teacher is never pictured as "making students do things," "granting permission," "allowing or preventing actions" or "making judgments about behavior." Despite the stress on "affective components," there is no loss of learning in the classroom situation; in fact, the opposite appears to take place. Learning is more encompassing; it includes not only factual content but the student's positive feelings about what is learned. It seems, moreover, that the "affective elements," such as the student's delight with what he is doing (and this includes as well the materials he is using) actually establish the basis for meaningful learning in educational programs stressing quality integrated activities.

(7) Provision should be made by the school to use such specific materials and approaches for improving and enriching the educational program, curriculum content and intergroup activities as the following:

Intercultural Programs
(The programs listed below are available for school showings. The fees vary.)

(a) Voices Incorporated
(b) Young Audiences
(c) Mariano Mario and Ballet Espanol
(d) Folkloric Troupe
(e) Plays for Living
(f) Asian Dance Program
(g) Turkey with Music
(h) Songs That Dance
(i) Dances in an Art Gallery
(j) Percival Borde
(k) Blue Peacock
(l) Hamza El Din
(m) Indrani and Her Musicians (Dancers of India)
(n) Aladdin (Story Time Dance Theatre)
(o) The Little Angels (National Folk Ballet of South Korea)

Integrated Texts
(Texts which would eliminate the distortions and misconceptions of the past with reference to Negro and minority-group history and culture have been lacking up to recent years. In order to make up for this serious inadequacy, publishers in the past four or five years have now begun to issue readers, anthologies, history texts and other curriculum materials which by words and illustrations reflect the diversity of our multi-racial and multi-ethnic society.)

(a) Detroit Series (Follett)
(b) New Basic Readers (Scott, Foresman)
(c) Bank Street Readers (Macmillan)
(d) Gateway Series (Macmillan)
(e) Zenith Series (Doubleday)
(f) Impact Series (Holt, Rinehart and Winston)
(g) Urban Reading Series (Laidlaw)
(h) Land of the Free (Benziger Bros.)

Film Strips

(a) Negro in America (NEA)
(b) Adventures in Negro History (Pepsi Cola Co.)
(c) Exploding the Myths of Prejudice (Warren Schloat Productions, Pleasantville, N.Y.)
(d) Minorities Have Made America Great (Warren Schloat Productions, Pleasantville, N.Y.)
(e) The White Rabbits and the Black Rabbits (Warren Schloat Productions, Pleasantville, N.Y.)

Films

(a) History of the Negro People (Indiana University)
(b) A Time for Burning (Contemporary Films)
(c) Fourteenth Generation Americans; Face to Face; Children Without (ADL)
(d) Frederick Douglass; John Peter Altgeld (IQ Films, Inc.)
(e) The Eye of the Beholder (Stuart Reynolds Production)
(f) The Winners (Association Films)
(g) They Beat the Odds (Dibie-Doch Production)
(h) Portrait of a Disadvantaged Child; Portrait of the Inner City; Portrait of the Inner City School (McGraw-Hill)
(i) The Color of Man (Sterling)
(j) As the Twig Is Bent; Skipper Learns a Lesson (Encyclopedia Britannica Films)
(k) Picture in Your Mind (Julian Bryant)
(l) Property Values and Race (Council for Civic Unit, San Francisco)

Recordings

(a) Adventures in Negro History (Pepsi Cola Co.)
(b) Africa Lost and Found (Amie Associates)
(c) Anthology of Negro Poets (Folkways FL 9791)
(d) The Autobiography of Frederick Douglass (Folkways 5522)
(e) Negro Folksongs of Africa and America (Folkways FE 4500A)
(f) The Sit-In Story (Folkways FH 5502)
(g) We Shall Overcome (Folkways FH 5592)

Television (In school and at home)

(a) WNYE-TV Catalogue Listings
(b) Monthly Lists from Television Office, 666 Fifth Avenue, New York, N.Y.
(c) Integrated Television Serials

Star Trek	Channel 4
I Spy	4
Ironsides	4
Mission Impossible	2
Daktari	2
Hogan's Heroes	2

McHale's Navy	Channel 5
NYPD	7
Invaders	7
Flying Nun	7

Radio

From WNYE Catalogue

Negro in American History
Out of Many, One

(8) To maintain the important relationships between school and community, the talents of both staff and parents should be involved in making the teaching of the history of minority groups dynamic and meaningful. The professional staff should broaden its cultural horizons by reading materials on minority-group history, and use this increased knowledge as a resource for class work.

(9) Instead of trying to adapt all curriculum materials, the school should abandon what has clearly failed and create completely new materials, procedures and programs that make clear the role of all races in our American Heritage.

(10) The school should consider the use of programmed instruction to meet the demands for the future as well as the present. The machine presentation utilized should follow the pattern of a dialogue between an asking teacher and an answering student interacting, with questions and answers so sequenced that concepts, skills or facts are learned logically, cumulatively and efficiently. This programming should free the teacher from those routines that hamper the truly creative teaching which will affect student's attitudes, values and interpersonal and intergroup competencies in integrated classroom settings. (For example, a student embarrassed by laughter from his peers because of lack of facility in English, can make his errors in private.

For a student who feels that teachers dislike him or are "picking on him," the automated instructional program is impartial) Some of the more important results that schools may expect from these automated programs are as follows:

(a) Specific behavioral objectives (usually ungraded).
(b) Individual pacing (self-pacing, self-operated).
(c) Small sequential steps (tailored and researched).
(d) Active response (interaction).
(e) Immediate confirmation (feedback).
(f) Low error rate (high success).
(g) A record of student performances.

(11) The school should recognize the "vulnerabilities" of the purposes, content, methods and materials of each educational program it implements to achieve quality integrated education, and analyze these programs in terms of their compatibility with already available research findings dealing with integration or desegregation. The school should further recognize that the results of previous research should not be taken as "ordained facts." All findings and conclusions should be considered as only the best available estimates up to that time. Teachers should realize that the findings and conclusions of research studies on curricular and instructional innovations in desegregated schools are reasonable generalizations at best. Some of the major elements that teachers should look for when they re-examine and re-evaluate their present curriculum or consider next steps in the curriculum should be in terms of their compatibility with already available research results. Attention might be given to:

(a) The learning characteristics of the students affected.

(b) The nature of societal forces which shape present and near future events (e.g., racial conflicts developing in inner-city schools of the metropolitan centers).

(c) The findings concerning the teaching-learning process.

(d) Recent developments in each subject matter field.

B. History of Minority Groups

(1) The school should present the history of minority groups in true perspective and in terms of the whole curriculum effort, portraying accurately the culture, history and life of minority groups, and a committee of school personnel should be formed to further this aim.

(2) The teaching of minority-group history should be an integral part of the daily instructional program, without being exclusively related to the social studies curriculum.

(3) Increased emphasis should be given by the school to the formation of an interdisciplinary and coordinated approach to improving curriculum areas. Reading materials for English classes should be related to such content areas as social studies or science, using a variety of materials of a contemporary nature to highlight social problems. For example, up-dated concepts regarding race should be presented in science classes.

(4) Consideration should be given to the inclusion of questions dealing with Negro and Puerto Rican history in the New York State Regents examinations, with the realization that this might make teachers accept responsibility for teaching these areas on a regular and definite basis.

(5) The handling of minority-group history in the school can be improved by:

(a) Assigning supplementary readings to acquaint all children with the contributions of minority groups.

(b) Using role-playing techniques in classroom situations to teach about minority groups.

(c) Teaching the subject in a "natural way," without specific references to any ethnic background, but using audio-visual aids as vehicles to denote race, color, etc.

(d) Providing opportunities for school personnel to explore their own attitudes and any hostilities that they may have about teaching this topic, through faculty conferences, seminars, grade level conferences, special orientation sessions, in-service courses, etc.

(e) Using the materials and services of the Center for Urban Education.

(f) Using parent volunteers, particularly in the early grades, to assist teachers with clerical chores and at the same time provide a framework for constructive community involvement.

(g) Supplementing the usual allotment of library books with books dealing with minority-group history.

(h) Providing time for teachers to share ideas and suggestions as to how to make use of the resource material on minorities described in Board of Education curriculum bulletins.

(i) Organizing special workshops for teachers in the techniques for incorporating this topic into their teaching.

C. Civil Rights

(1) School personnel should examine their own convictions and conceptions about civil rights to see what they really believe, and then attempt to translate their beliefs into specific behavior. What should follow are some guiding principles that can be used to determine the choices that should be made concerning civil rights topics and the conditions and limitations for these choices. The students themselves should have an opportunity to express their opinions about these choices. The topic of civil rights must constitute an integral part of the school curriculum.

(2) The school must recognize that if students learn at an early age that "rights" are contextual and relative, and require constant re-interpretation in the light of changing values, they will not become the kinds of

adults who perceive all social change as violation of some inherent "right." Given this assumption, it may be reasonably expected that teachers, administrators and the non-teaching staff will become more skilled in relating their verbal affirmations about civil rights with specific practices designed to strengthen the curriculum through the inclusion of topics that are related to civil rights.

(3) A frame of reference for handling civil rights in the classroom might include the following:

(a) As professionals and as individuals, we cannot deny the existence of prejudice and the manifestations of prejudice which permeate our society today. The content of the social studies curriculum should therefore appropriately include dealing with prejudice.

(b) Civil rights must be taught naturally, directly, "without shock," and within the context of all on-going school activities.

(c) The content of laws pertaining to civil rights must be taught to all pupils, in order that the latter will realize that such rights are the inherent rights of all citizens, and not the privilege of any one segment of society benevolently "doling out rights" to another segment of society.

(d) Pupils must be taught that enacting, executing and enforcing laws represent three different aspects of the implementation of civil rights legislation, and that infractions can result in punitive action.

(e) Speakers should be invited to address pupils, faculty and parent groups on civil rights issues.

(f) The school should create an atmosphere of "awareness" through the use of role-playing techniques highlighting how parents and community power groups can cope with conflicts arising out of civil rights issues.

(4) The school might take the following measures in adding civil rights content to the curriculum:

(a) Using current events articles as springboards for discussion and debate.

(b) Role-playing programs featuring such well-known news commentators as Huntley and Brinkley, Walter Cronkite, etc.

(c) Using news broadcasts as a motivation for homework assignments as well as to stimulate class discussion.

(d) Discussing photographs from magazines (e.g., Life, Ebony, etc.).

(e) Forming a debating team to discuss civil rights topics.

V. APPRAISING EFFECTIVE SCHOOL POLICIES AND PRACTICES

"Whereas effective communication between the school system and the public includes also the receipt and consideration of community attitudes, reactions and proposals; be it therefore resolved that the Board of Education adopts the following policy with regard to communication between the schools and the public, for continued implementation by the Superintendent of Schools and his staff in schools, districts and central offices:

1. The school system--central headquarters, district offices and schools--will inform local school boards, parent and parent-teacher associations, and the general public, about the administration and operation of the schools frankly and completely, by every possible medium.

2. All reports of evaluations of experimental, demonstration and ongoing programs in the school system will be submitted by the Superintendent of Schools to the Board of Education and are to be made public immediately after the Superintendent and the Board have had an opportunity to read and discuss them. All new programs, demonstrations and experiments are to have evaluation procedures built into them prior to adoption by the Board of Education.

3. Results of standardized tests of pupil achievement and other pertinent measures of performance will be made available to local school boards, parent and parent-teacher associations, and the general public.

4. The school system will use every possible means to ascertain public attitudes and invite constructive suggestions about all phases of its operation for consideration in the planning of policies and procedures."

Communication Between the Schools and the Public. Statement of Policy of Board of Education of the City of New York, Dec. 21, 1966.

As schools attempt to achieve quality integrated education in desegregated schools, policies and practices must change. The nature of these changes has been noted in the preceding sections of this report. The appraisal and evaluative function is a necessary component of any new program. In the course of their deliberations, therefore, many recommendations were made by the workshop participants as to the kind of assessments school-communities need to make in order to establish the desirability of certain school policies and practices over others. The major recommendations follow:

(1) The school should stress the need to focus on those measures and instruments that help determine the effectiveness of its integration activities, and the actual "focusing" should be done by the teachers, since teachers have the greatest stake in evaluation and are really the ones who can most effectively initiate changes. Some of the areas that should be analyzed in terms of their relation to the integration program are:

(a) Stability of staff.

(b) Stability of "receiving" school pupil population.

(c) Stability of total Open Enrollment pupil population.

(d) Extent of parent participation in school activities and parent-related activities.

(e) Analysis of standardized tests to determine effect, if any, on pupil academic performance.

(f) Informal teacher evaluation of pupil performance.

(g) Evaluation of aspirational levels of Open Enrollment children.

(h) General acceptance of program by local communities of both "receiving" and "sending" schools.

(i) Analysis of the nature and number of parental complaints.

(j) Pupil acceptance of one another.

(2) In the face of such influences as automation, expanding bureau-

cracy, mass production, and other efficiency-oriented operations occuring in large city school systems, teachers must ask themselves more insistently than ever for help in discovering, maintaining and evaluating the best possible approaches for achieving the goals of integration. The following questions may help teachers develop a rationale in their teaching which justifies and attempts to explain their use of specific approaches and techniques:

(a) Do I accept all pupils equally?

(b) Do I try to look objectively at my classroom procedures?

(c) Do I provide opportunities for each pupil to share his special talents with the group?

(d) Do I give each pupil a feeling that he is a necessary part of the group?

(e) Do cliques still exist in the class?

(f) Does there seem to be more of a group spirit?

(g) Are the pupils more able to plan and solve problems in a spirit of togetherness, rather than as aggressive individuals?

(h) Are the pupils able to view their personal problems more objectively?

(3) The following guidelines should make the teacher's role in a desegregated school more closely related to the minority-group student's needs:

(a) The student must recognize a particular need and look upon the teacher and the school situation as a source for the satisfaction of this need.

(b) The teacher must be willing to help the student satisfy the need the student recognizes.

(c) The teacher must help the student "experiment" with different ways to satisfy his needs and to devise means of testing the results of each "experiment."

(d) The student should keep a "record" of what he is trying and how he is progressing. In a separate "record," the teacher should indicate how he is trying to help the student and how he tests the effectiveness of his help.

(4) The school should analyze the effect of total desegregation of its student body in terms of certain basic questions, and a team of teachers and administrators should examine the "answers" to these questions with the full realization that desegregation must not only be intimately tied in with the quality of the educational program, but that to desegregate and not to insist on "quality," or to raise educational standards and not to consider "desegregation," would be a total mistake and would in no way be attacking the problem at hand. This team of teachers and administrators must realize that the"answers" derived apply completely only to one particular school or community. The "questions" referred to above follow:

(a) Is the educational program of the school ready for the desegregation techniques applied to it?

(b) Is the community, including parents, ready for desegregation? Will it accept it if it does become a reality?

(c) What is the attitude of the teaching staff toward desegregation?

(d) What types of complaints may be anticipated from the staff, the children, the parents and the community at large?

(e) How can desegregation best be achieved? If a plan proves premature, or in any way ineffective, will it delay possibilities for future desegregation?

(5) The school should recognize that the real issue before it is how to lead all the children to meaningful encounters with one another to the end that they may develop the skills of citizenship commensurate with the demands of the times in which they live. Grouping practices within the school should be in keeping with this objective. The school must re-examine those methods of grouping which, capitalizing on the "disadvantage" of minority-group students because of their traumas of the past, provide for so-called "ability bases," thereby contributing to a high degree of segregation. The

school should likewise recognize that its use of homogeneous grouping is still another contributory device to producing a kind of "co-racial" education in the one building.

(6) The school should survey the patterns of the dominant power roles in the community in order to recognize the difficulties in having the people in these dominant roles relinquish some of their "power" in the community structure, a "power" which they have created and on which their "status" depends. The school should also see the need to make immediate plans for meeting any confrontations produced through student, parent, community, political and civil rights pressures.

(7) Each school should determine the quality of its administrative and teaching personnel in terms of such criteria as number of teachers on tenure, extent of mobility, educational background and pupil-teacher ratio.

(8) Since a major purpose in an intergroup relations program should be the dissolution of stereotyped concepts in the real-life situation of an interracial environment, the school should pay special attention to suggestions along these lines made by the students and the teachers, who by their direct experiences are key factors in helping to overcome prejudice.

(9) The school should recognize that it, more than any other institution or agency, is the most effective force in society that can help the youngster break out of the barriers created by economic or social deprivation.

(10) Each school should undertake a series of steps which will permit some kind of assessment to take place in reference to its integration policies, and this assessment should be responsible for measuring change or lack of change at least in terms of informal appraisal of the following:

(a) The particular organizational theory implicit in the operation of the school's staff structure.

(b) The educational assumptions or implicit educational philosophy in determining plans for desegregation.

(c) The implicit assumptions as to personality development, human growth and effective interpersonal competencies of students.

(d) The attitudes of administrators, teachers and students toward one another.

(e) The level of morale among all levels of the school-community.

(f) The major educational methods in use.

(g) The degree to which constructive educational innovations are being developed and employed.

(h) The degree to which self-initiated learning is encouraged.

(i) The degree to which constructive interpersonal-intergroup behavior--open communication, trust, openness to new ideas, flexibility of organizational structure--exists in the school-community.

(11) To obtain the widest possible range of assessment information concerning present or contemplated desegregation practices, each school should consider creating the following three kinds of committees:

(a) A committee consisting of an educator, an organization consultant, a behavioral scientist (e.g., a social psychologist), a community leader and a knowledgeable and interested parent to make observations and ratings on various aspects of the desegregation program, these observations and ratings being made at spaced intervals during the implementation of the school's desegregation program.

(b) A similar committee, but with different persons on it, to go into operation during the second year of the desegregation program, its judgments to be compared with the judgments of the members of the first committee, with the aim of discounting possible bias.

(c) A third committee composed of an administrator, a faculty member, and a student from the school, whose contribution might be somewhat less objective, but possibly richer in detail, and functioning both years.

This "three committee-assessment plan" should provide the school with a rigorous analysis of its present and future desegregation programs, and help determine whether measurable changes in parent and teacher attitudes and behaviors do in fact occur, as well as which elements in the desegregation plan are effective in terms of uniqueness, appropriateness, potential for being reproduced in other schools throughout the city, and extent to which they draw on a natural, built-in motivation for children's welfare and school-community growth and change.

VI. MISCELLANEOUS

"The country has begun a serious, concerted program designed to result in good integrated education. Great problems still exist, in New York, as elsewhere. But they will be tackled and won."

Norman D. Kurland, "Integrated Schools:
A Progress Report," Parents' Magazine,
September, 1965.

The following recommendations might have been included in the other sections of this report, but since they seemed to cut across the classification lines originally set up, it was thought best to group them separately:

(1) The school should recognize that there are powerful constructive community forces with which it must work and which it must encourage in developing a program of integrated education.

(2) The various components of the school-community should agree on what is meant by "integration," and each should support this concept.

(3) In view of some negative experiences encountered in the early days of the Open Enrollment program, schools which may be designated as Open Enrollment schools in the future should consider the following guidelines:

- (a) No school should use this program as a means of reassigning pupils who present serious problems it has had difficulty in handling.
- (b) Adequate school materials should be made available for use by Open Enrollment pupils upon their arrival at "receiving" schools.
- (c) Open Enrollment children should be assigned to "receiving" schools on staggered schedules so that pupils can be comfortably and personally absorbed into the schools. Sending vast numbers of children at one time to one school should be avoided.
- (d) The physical demands made of younger Open Enrollment children in terms of actual travel time should be constantly reviewed. Zoning practices should be such as to permit all the children from one family to go to the same Open Enrollment school.

(4) The school should encourage the formation of a "community center" centrally located in the neighborhood and operated by an outside agency to serve as a vehicle for the formation of a social club, with the center personnel working toward the creation of an atmosphere which will lead to total and immediate involvement of all parents, community leaders and school representatives in productive dialogue.

(5) In "pairing" situations, all kindergarten classes should be housed in one school.

(6) Specific guidelines should be established to determine when and under what conditions a pupil is to be returned to a "sending" school.

(7) Schools should encourage boys and girls, irrespective of academic backgrounds, to take shop classes, and increased emphasis should be given to ethnic balance in these classes.

(8) Schools should take the initiative in expanding and intensifying their fine arts programs to enable children to develop greater self-expression. Consideration should be given to non-Western art forms.

(9) The school should assume responsibility for providing opportunities to meet the special needs of children in the areas of consumer education, and consumer agency services should assist the school in developing a program which will begin in the early grades.

(10) Family life courses, including child care, preparation for marriage and parenthood, and sex education should be instituted as an integral and major part of each school's educational program, and the importance of developing and maintaining good human relations in the family unit should be emphasized.

(11) The school program should provide for the discussion of racial

and religious similarities and differences and their relative importance or unimportance in assessing human beings.

(12) Schools should collaborate with outside agencies, to establish small discussion groups for intensive study by parents and community leaders of the physical and psychological aspects of bringing up children, and parent-child relationships, and these discussion groups should pay special attention to spiritual and ethical values.

(13) There should be a more liberal policy to permit the local school to make its own purchases of much material and equipment, thereby obviating delays caused by headquarters "red tape."

(14) Educational and vocational guidance and counseling programs should be strengthened, expanded and coordinated, particularly in the junior high school grades, and the objectives of the guidance and counseling program should be clearly defined for the parents.

(15) Every school should have an adequate number of trained personnel to deal with group testing, and arrangements should be made to use the services and facilities of outside agencies to assist in group testing if needed. Classroom teachers should be trained in group testing procedures. School psychological services should be used increasingly during and after school hours for developing interpersonal-intergroup activities of interest to the students, parents and community, as well as providing resources to the school for diagnosis, identification, and treatment of children with emotional, psychological or learning difficulties. (For example, in some schools the suddenness of an Open Enrollment change for certain pupils may provoke an emotional or cultural shock to these children in their "receiving" school.)

(16) Programs should be initiated with industry for the purpose of providing vocational information to students as well as opportunities for training and actual work experiences.

(17) Parents and community leaders should be informed by the school of population trends and residential mobility patterns which may affect desegregation plans.

(18) The school should study the effects of Open Enrollment as well as other programs on the social adjustment of children in integrated settings.

(19) The school and the community should work together as a lobbying force to make recommendations for liberalizing and extending present laws and programs relating to minimum wages, fair employment practices, public assistance, housing improvement and development, public recreation and adult education programs.

(20) The school should cooperate closely with those community organizations (e.g., Anti-poverty community action agencies) that also work with children, and help create a central "clearing house" to collect, correlate and communicate all pertinent data which can be used to improve the children's social welfare and improve the quality of their educational experiences, and research and experimentation with demonstration and pilot projects should be undertaken to:

(a) Study the commonly held values of the parents and community leaders.

(b) Identify the factors essential to healthful, emotional and psychological adjustment to school integration plans and desegregation practices.

(c) Analyze the needs of different cultural groups in integrated settings with a view towards the improvement of school and community services.

(d) Find creative approaches to solving interpersonal-intergroup-intercultural problems resulting from residential or occupational mobility.

(21) The school should welcome involvement by parents and parent groups and seek their contributions toward a more effective program of quality integrated education.

(22) Provision should be made for the holding of parent and community meetings and workshops leading toward a fuller understanding of the true meaning of quality education, integration and desegregation, the creation of a more wholesome school-community climate, and the laying of a groundwork which can be used as a basis for future educational and social action in the school-community.

(23) In attempting to achieve its integration goals, the school should give consideration to:

(a) The hiring of an integrated staff.

(b) Arranging for interschool visits.

(c) Encouraging the involvement of parents of minority-group students in the parents' association as well as their active participation in all school activities.

(d) Flexibility in ability grouping to obtain a better ethnic balance in classes.

(e) Using multi-racial materials in all areas of the curriculum.

(f) Encouraging purchases of library materials in the areas of civil rights, integration, etc., for student and professional use.

(g) Encouraging the use of guest speakers of different races at faculty conferences and parents' meetings.

(24) To insure economic, as well as religious and cultural diversity in school neighborhoods, the school should participate in meetings called to:

(a) Give consideration to the planning of low-rent or middle-income public housing.

(b) Give special attention to the rehabilitation of existing private and public housing suitable for large families with school-age children.

(c) Give consideration to the kind of financial and technical assistance needed for slum clearance and for upgrading and conserving existing integrated housing and neighborhoods.

(25) To achieve optimum services for students in desegregated schools, there should be better communication and more coordinated planning and action among all community agencies, groups and parents concerned with the desegregation of the school in their community, and, where possible, coordination and planning should be carried out by a school-community council type of organization, representing all levels of professional and lay services and organizations concerned. This coordination and planning should:

(a) Avoid duplication of poorly developed educational programs, overlapping of function, dilution of effort and a fragmentized approach to problems.

(b) Provide referral and information services to families of children attending desegregated schools.

(c) Increase understanding between individuals and groups and projects, thus bringing about more wholesome community intergroup attitudes and establishing bases for social action on behalf of Board of Education policies on quality integrated education.

(26) Health, welfare and recreation services should be decentralized wherever practicable and make accessible to children at the local neighborhood level.

(27) Students from all socio-economic groups in the school-community should be invited to participate fully in all stages of physical and social community planning and programming for their own school. (E.g., membership in student human relations councils or student civics clubs.)

(28) The school should make arrangements with agencies to have students involved in some kind of community service, paid or voluntary. Special

attention should be given to involving majority-and minority-group youth, including those at both extremes of the economic scale, and those with special needs, to initiate their own community service projects.

(29) The school should recognize that in the complex society of the urban school culture, no school can be entirely responsible for its own destiny, and that educational policy making, particularly as if affects desegregation and integration practices, is a joint school and community undertaking requiring a great deal of interpersonal contact and competency on the part of professional and lay people to achieve success.

(30) The school, recognizing that the conflict of values in the individual, the family and the community is a primary cause of many social and educational problems, should encourage the use of all its educational resources to help students to achieve long-term satisfactions, and to build security and stability in their lives.

(31) In helping to work out the problems which beset many families, the school should bring to bear on the resolution of these problems such resources in the community as churches, employment and vocational rehabilitation agencies, casework services, courts, mental health services, home management counseling, day care and foster care services, etc.

(32) Data relating to a school's program of quality integrated education should be readily obtainable and demonstrable to the community at large.

(33) When overcrowding exists in a desegregated school, this problem must receive immediate attention from the administration and everything possibly done to relieve this problem.

(34) The desegregated school's pupil population should reflect the

spectrum of racial, religious, ethnic and economic groups in the community.

(35) The school's program of quality integrated education should be developed in terms of "high quality" rather than "many programs."

(36) The school should attempt to get parents to participate continuously with a qualified counselor in educational and vocational planning for their children. The resolution of such crises as an impending danger of dropping out of school should summon the mustering of all the guidance resources in the school in a cooperative home-school effort. These services should be used early enough in a student's career to prevent alienation and consequent dropping out.

(37) The success of school desegregation programs should be publicized in order to mobilize the support of those individuals in the community who are non-committal but who appreciate the values of desegregation and would lend support to its further progress.

(38) Mental health principles should be incorporated into all basic school activities and any additional staff training needed should be provided.

(39) In reviewing its social and educational planning practices, the school should pay special attention to examining worthwhile practices in other institutions in order to obtain fresh points of view.

(40) The school should seek more effective ways to establish bridges of communication between the staff and the community.

(41) The school must avoid any practices that seem to discriminate on the basis of a student's race or social class.

(42) The school should utilize all opportunities in each curriculum area to develop an understanding of human relations problems and to suggest appropriate solutions.

(43) An attempt should be made to involve as much as possible the leadership of both majority and minority groups in assisting in planning and implementing desegregation plans.

(44) The school should support and encourage local community agencies responsible for seeking additional opportunities for employment, education and housing.

(45) Human relations programs, supported by federal, state or city funds and based on a realistic assessment of cultural factors and attitudes which hinder some majority-and minority-group people in the school-community from practicing good interpersonal-intergroup relations, should be developed and expanded.

VII. CONCLUSION

This report is a testimonial to the seriousness and enthusiasm of the workshop participants who developed the recommendations. It is apparent that our school staff has an endless supply of ideas relating to quality integrated education. Many of these ideas are already in practice in many of the schools. Many remain to be implemented. These ideas range from modification of the traditional to exploration with the innovative. Most significant, perhaps, is the importance persistently given to the interplay of relationships among teachers, administrators, pupils, parents and the general community in both setting up and carrying out programs. This in turn reflects the importance given to "process" as a dimension of education and to the fact that this "process" extends beyond the school walls. True participation and commitment on the part of school and community people is a sine qua non before decisions are made and policies set.

Exciting educational vistas are appearing on the horizon. If educational theory is wedded to educational practice, if school personnel and parent and community leaders become aware of their impact on one another, if attention is given to developing a curriculum that is relevant to the lives of all the students, then will we be able to provide quality integrated education to all schools, and particularly those that have recently been desegregated.

This report will have served its purpose if it encourages local school-community discussion and experimentation related to even one of the many recommendations articulated by the participants. It is hoped that this compilation of ideas will be useful to our schools, stimulating the development of new and creative approaches to the goal of quality integrated education even at a time when, as was indicated in Supt. Williams' foreword, "separateness" seems to be attracting more and more members of the black community. A perusal of this document shows very clearly that, given the chance, integration is possible, and the only true type of "quality" education is one that is "integrated". Our efforts in the New York City public school system must now be redoubled to desegregate and integrate our schools.